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ABSTRACT

This training guide presents information about the Child Development Associate (CDA) program, which is a nationwide experimental program that embodies a new concept for career preparation and credentials of child care staff. The information in this guide concerns the CDA concept, competencies, pilot training projects, and the CDA Consortium. The chapters of the guide are as follows: Chapter 1, The Child Development Associate--A New Professional Category: contains an overview of the rationale supporting the CDA as a new personnel concept; Chapter 2, Competencies for the Child Development Associate: gives nature of competencies, origin of competencies, basic competency areas, and personal characteristics essential for CDA's; Chapter 3, Head Start Supplementary Training Policy Regarding CDA Training and Credentialling: OCD Instruction 1-33-324-1, which deals with Head Start Supplementary Training and its relationship to CDA training and credentialling is reproduced in full, followed by a series of questions and answers concerning the provisions; Chapter 4, Guidance for Implementing HSST/CDA Training Programs: provides guidance for implementing CDA training within Head Start Supplementary Training Programs; and Chapter 5, General Guidance for CDA Training: distills information taken from the funding guidelines for CDA pilot training projects and also ideas from those projects themselves. An appendix contains materials related to 10 pilot training projects, 5 Texas CDA pilot training projects, structure and membership of the CDA Consortium, bibliography of published materials about the CDA program, and CDA competencies and equivalent Head Start performance standards. (DB)

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CHILD DEVELOPMENT ASSOCIATE

TRAINING GUIDE

For Staff Training in Head Start, day care, nursery schools, and other preschool programs.

PS 006558

Department of Health, Education, and Welfare
Office of Child Development
P. O. Box 1182, Washington, D. C. 20013
April, 1973

INTRODUCTION

The Child Development Associate program (CDA) is a nationwide experimental program which embodies a new concept for career preparation and credentialling of child care staff. Its basic thrust is to provide high quality training for classroom staff, thus improving the quality of preschool programs for children. Both training and credentialling are to be based on a set of competencies that adults need in order to work effectively with young children.

This guide presents useful information about the CDA program: the concept, the CDA competencies, the CDA pilot training projects, and the CDA Consortium. It outlines current policy for Head Start Supplementary Training, and provides guidelines for incorporating CDA training into Head Start Supplementary Training programs and into other training programs offered by colleges and universities, community organizations, or private training organizations.

The first draft of this guide was reviewed by many persons, and reflects their contributions. Not every suggestion was incorporated, but this is not yet the final version. All ideas are welcome.

The CDA program is in a very rapid stage of development. There is much to do for anyone who wants to become part of the effort. There are 12 CDA pilot training projects. Approximately two hundred (200) colleges and universities will be involved in providing CDA training through the Head Start Supplementary Training program. Over 30 national organizations are members of the CDA Consortium, and numerous other organizations and institutions are involved in some part of this developmental effort. The Office of Child Development hopes that many institutuions will follow OCD's lead and use their own resources and influence to implement CDA training.

Here, then, is information needed to get the job done. Hopefully, its reward will be relevant training for those who perform the vital task of helping young children in Head Start, day care centers, nursery schools, and other preschool programs develop to their maximum potential.

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HOW TO USE THIS GUIDE

This guide can be read in several ways.

- For an overall orientation to the Child Development Associate program, see Chapter 1.

- For a listing of the CDA competencies, see Chapter 2.

- For Head Start Supplementary Training policy and guidelines for implementing CDA training in HSST programs, see Chapters 3 and 4.

- For information about general goals and strategies for CDA training across a wide variety of institutional settings, see Chapter 5.

- The appendix contains resources for implementing CDA training.

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CHAPTER 1

THE CHILD DEVELOPMENT ASSOCIATE -- A NEW PROFESSIONAL CATEGORY

> This chapter contains an overview of the rationale supporting the Child Development Associate as a new personnel concept. The description is general. Its applicability for Head Start staff is discussed in Chapters 3 and 4.

THE NEED FOR COMPETENT PERSONNEL IN PRESCHOOL PROGRAMS

Those who work with young children know that the key element in any program is the staff -- the adults who teach, supervise and relate to the children both individually and in groups. This is true of early childhood programs in Head Start centers, day care centers, nursery schools, or public school settings. The best facilities, materials and curricula, the best intentions of parents, program directors, and teachers cannot guarantee high quality child care or effective educational programs unless those who deal directly with the children are competent, knowledgeable and dedicated.

At present, many individuals who bear primary responsibility for the development and education of young children in child care programs have had insufficient preparation for the vital and complex task that they have undertaken. Most staff members in child care programs have received preparation in essentially one of two ways: they have been college trained (with or without course work in early childhood education and child development) or their training meets no specific standards directly related to providing developmental care of high quality. This lack of relevant standards for staff preparation merits serious concern in light of a growing recognition that a college degree by itself is no guarantee that a person possesses the competencies necessary to foster intellectual, social, physical, and emotional growth in young children.

With the outpouring of public enthusiasm for such programs as Head Start, the interest of state governments and public schools in early childhood programs, and the rising demand for nursery school and day care services, both the availability and the quality of competent staff for such programs have become matters of growing national concern. It was in response to these needs that the Office of Child Development developed the concept of the Child Development Associate.

THE CHILD DEVELOPMENT ASSOCIATE (CDA)

The Child Development Associates, or CDAs as they are popularly called, will be representatives of a new professional category. CDAs will be child care specialists with the basic competencies to assume primary responsibility for the daily activities of groups of preschool children in center-based programs. Future extensions of the concept can be made for work in other early childhood settings; for example in home-based programs, family day care, or work with handicapped children. In center-based programs, CDAs will not be responsible for overseeing the total program, but will work in settings with differentiated staffing patterns in close contact with more trained and experienced staff members. CDAs should have the assistance of a para-professional aide or staff helper. Eventually it is hoped that each CDA will hold a nationally respected credential certifying professional competency.

FEATURES OF THE CDA PROGRAM

The key feature of the CDA concept is that, unlike the traditional approach to professional training, the credential of the Child Development Associate will be based upon demonstrated competency to assume primary responsibility for a group of young children rather than solely upon courses taken, academic credits earned, or degrees awarded. Credits and degrees will have their place in training programs. However, the awarding of the CDA credential will be based upon careful evaluation of each candidate's demonstrated ability to work effectively with young children.

The CDA program is currently made up of several components or parts. First is a list of competencies which describe what a Child Development Associate should be able to do. The competencies are the foundation for the development of both training and assessment techniques. Second are pilot training projects which are developing innovative training methods to help trainees in the acquisition of the competencies. Third is an assessment system which will assure that CDAs are indeed competent child care staff. Fourth are credentialling systems developed by the Child Development Associate Consortium, a representative consortium of national organizations concerned with child development. The Consortium will work to obtain recognition for CDAs as a professional group who hold a credential that is nationally respected.

THE CDA COMPETENCIES

Competencies for the Child Development Associates fall into the following six broad areas that are believed to be necessary for staff working in a comprehensive developmental program for preschoolers:

1. Setting up a safe and healthy learning environment;
2. Advancing physical and intellectual competence;
3. Building positive self-concept and individual strength;
4. Organizing and sustaining the positive functioning of children and adults in a group in a learning environment;
5. Bringing about optimal coordination of home and center child rearing practices and expectations; and
6. Carrying out supplementary responsibilities related to the children's programs.

Within each of these categories there are numerous specific skills or competencies which each CDA must acquire. The competencies are stated broadly so that they can be used as a framework for training and staff development that reflects the particular needs and preferences of local programs. (The competencies are based on the assumption that broad guidelines can be formulated without violating the divergent educational views or cultural and ethnic backgrounds of various child care providers. The competencies are presented in full in Chapter 2.)

PILOT TRAINING PROJECTS

In spring of 1973, the Office of Child Development funded twelve pilot training projects to prepare trainees to acquire the CDA competencies. (A list of the CDA pilot training programs is given in the appendix). These pilot training projects include both urban and rural communities, different ethnic and racial groups, and bilingual-bicultural programs. The training institutions comprise a broad mix of organizations such as universities, community and junior colleges, Head Start programs, private training organizations, and consortia of early childhood organizations, colleges, and government agencies. In most instances, several groups are cooperating to develop approaches to training for Child Development Associates.

Each pilot training project is somewhat unique in its organizational pattern and approach to training. However, all share the following characteristics:

1. Training is geared toward acquisition of the CDA competencies;

2. Academic and field work are a set of coordinated experiences;

3. A minimum of 50 percent of the trainee's time is spent in supervised field work;

4. Training is individualized according to the strengths and weaknesses of each trainee with respect to the CDA competencies;

5. Flexible scheduling allows each trainee to complete the training within a range of time that varies from several months to two years, depending on the trainee's previous experience, expertise, and aptitude in acquiring the CDA competencies.

Central to the concept of training for the CDA competencies is a careful integration of theoretical preparation in child development and early childhood education with practical, on-the-job experience. At least half of each trainee's time will be spent working with young children in situations in which appropriate staff models and regular feedback promote acquisition of CDA competencies. These field work settings include Head Start programs, nursery schools, day care centers, university laboratory schools, other child development programs, or a combination of several programs -- settings in which the CDA candidate is currently employed or may be employed when training is completed.

The method of integrating "academic" work and"field training" varies among the pilot training projects. Some projects provide theoretical work every day, while others set aside specific days of the week or schedule one-week "minimesters." Some projects introduce the CDA competencies through academic experience and expect acquisition through field experience. Others reverse or combine the process.

The purpose of the pilot projects is to develop training models for use in any organization which proposes to offer CDA training. The pilots will also be involved in field testing systems of assessment for Child Development Associates. As information about training strategies and procedures becomes available from the pilots, it will be disseminated by the Office of Child Development.

THE CDA CONSORTIUM

From the outset of the CDA program, leaders in the field of child development and early childhood education have contributed to the development of

the CDA competencies and the basic design of CDA training and credentialling. The Child Development Associate Consortium, a newly - created private, non-profit corporation, is continuing to involve the profession and the public in implementing the CDA concept.

The CDA Consortium was formed in June 1972 and received a grant from the Office of Child Development to initiate its activities. It has the responsibility for developing systems for assessing and credentialling Child Development Associates.

The Consortium is composed of more than thirty national organizations concerned with high quality care for preschool children and the career preparation of child development staff. (A list of consortium members is given in the appendix.) A 16-member Board of Directors has policy making responsibility, and a full time staff carries out the complex task of this organization.

To develop assessment systems, the Consortium is working with consultants, sub-contrators, CDA pilot training projects, training institutions and others in five regional "clusters" across the country. (See the appendix for cluster organization.) The Consortium expects to develop a prototype assessment system by July 1973. Pilot training projects and the Consortium will work cooperatively to insure that training and assessment are part of a unified system for the preparation and credentialling of CDAs. The Consortium will also work with state licensing agencies. It is expected that where there are no present state certification requirements, the existence of the CDA system will raise standards. Where states have existing credentialling systems, the Consortium will work to integrate CDA procedures with existing procedures.

The effectiveness of the CDA Consortium will depend on its ability to obtain acceptance of this non-traditional approach to the career preparation of early childhood staff. Prospects for success are enhanced by the growing awareness of the limitations of teacher training and certification based solely on completion of a specified number of college hours or years. In addition, there is an emerging interest in competency-based training strategies in many fields.

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LONG-TERM IMPLICATIONS OF THE CDA PROGRAM

The Office of Child Development initiated the CDA program with two principal long-term goals in mind:

1. Upgrading the quality of Head Start, day care, and other child development programs through improving staff skills. In time, the CDA should have the effect of setting standards for staff responsible for young children; and

2. Increasing the supply of trained child care staff to keep pace with the expected continued expansion of programs for preschool age children.

It is expected that the CDA program will legitimatize field training for child care staff, and will provide whatever additional training is necessary to bring many experienced workers up to a level of competency that warrants the CDA credential. By emphasizing demonstrated competencies rather than length of training or accumulation of course credits, the CDA program will simultaneously promote good training and give recognition to workers in the field who are already fully or partially qualified but may not have formal preparation.

In considering these goals several long-term strategic issues arise: supply and demand for child development staff, funding sources for CDA training, support from state governments, and support from colleges and universities and other training organizations.

Supply and Demand

Some critics have charged that the CDA project is vulnerable to the same forces that have produced an oversupply of elementary and secondary teachers in recent years. Although there is at present a shortage of trained child care staff, the Office of Child Development is carrying out an in-depth analysis of supply and demand data.

The "teacher-surplus" in elementary and high school grades in recent years has been accompanied by a severe shortage of personnel trained to work with preschool children. In addition, over one-third of the staff of day care centers changes every year. Basic demographic and social trends, including increased participation rates of women in the labor force, have stimulated the dramatic growth in child care over the last decade and are still at work. The number of children of ages one through six in preschool programs is expected to increase another three million by 1980, to about 28 million. Approximately 45 percent of mothers with children now prefer to work, and the figures are higher among minority and low-income families. Parents are placing higher priority on providing their very young children with the advantages of a good preschool program. These trends indicate a continued demand for competent personnel for child care programs.

Funding Sources

The CDA pilot training projects will provide important information about CDA training. The work of the CDA Consortium will provide information about systems of assessment and credentialling. It is hoped that a large number of training institutions will lend their support to this developmental

effort by initiating CDA training their own resources.

In addition, the Office of Child Development is orienting the Head Start Supplementary Training Program to provide CDA competency-based training with their Head Start classroom staff. (See Chapters 3 and 4 for more information).

The Office of Child Development lacks the resources for funding CDA training on a nationwide scale. The Office of Education and the Department of Labor are the primary sources of training funds. Within the Office of Education, home economics, vocational and adult education, and community college programs are possible sources of funds for Child Development Associate training programs. There has been recent congressional interest in the need for legislation to fund child development personnel training. Legislation that would expand existing programs and provide specific funding authorization for CDA training is currently under consideration. In the final analysis however, large scale implementation of the CDA concept will depend upon training institutions redirecting their own resources around competency-based career preparation strategies for child care staff.

State Government Support

Over a period of time, states can be expected to play a key role in the CDA program. The extent of preschool programs varies greatly from state to state. Stimulated by program development at the federal level, many states have experienced rapid growth in numbers of programs. Other states have not developed extensive programs for a variety of social, economic and political reasons. Encouraging moves toward comprehensive planning for preschool programs have emerged in several states; notably, California, West Virginia, Texas, North Carolina, Georgia and Tennessee. State involvement in licensing and certification of preschool staff remains limited but is a growing trend.

The Education Commission of the States, itself a member of the CDA Consortium, has expressed strong interest in competency-based training for preschool staff. The Texas Office of Early Childhood Development has funded several Texas-based CDA pilot training projects in addition to those funded nationally by the Office of Child Development.

Support from Community Colleges, Colleges and Universities

The positive response of community and junior colleges, four year colleges, universities, and other training institutions to the CDA concept is crucial

to its success. For these institutions the CDA program can facilitate such goals as pioneering innovative forms of training; providing community service; facilitating outreach to other community institutions, and state, federal, and professional organizations; developing alternative learning strategies for adults, including persons with limited prior formal education; and developing flexible approaches to granting course credits and degrees.

Providing CDA training can broaden the base of an institution's clientele and help change its traditional role. By relating to Head Start agencies and other community groups desiring CDA training for their classroom staff, an institution becomes more intimately involved with the surrounding community. Training programs for Child Development Associates can give impetus to, or become part of, outreach programs such as university extension, university without walls, credit for life experiences, or external degree programs. The need to restructure curriculum toward students' attainment of the CDA competencies can provide a catalyst for needed change.

As the importance of education and development in the early years of the child's life gains greater recognition, new approaches should be developed to mounting sound programs to meet those needs. Competency-based training and credentialling of child care staff is such an approach. The CDA program is an effort to provide the nation with an adequate number of professional workers competent to guide the growth and development of preschool children in a variety of settings. Hopefully, it will also facilitate the improvement and expansion of child care services throughout the country. The Office of Child Development and the CDA Consortium welcome inquiries about the CDA project. The task to be done is complicated and difficult -- but can be accomplished by the cooperation of all those concerned with the education and care of young children.

CHAPTER 2

COMPETENCIES FOR THE CHILD DEVELOPMENT ASSOCIATE

This chapter gives the competencies for Child Development Associates. It is applicable for all persons developing CDA training programs, whether the programs are Head Start Supplementary Training programs, pilot projects, or are being developed under other auspices.

THE NATURE OF THE CDA COMPETENCIES

The CDA competencies are the substantive foundation for both training and credentialling of Child Development Associates. The competencies are written in general terms so that each training program can supply the specific behaviors that are most appropriate for a particular program, the needs of trainees and children, and the objectives of parents and staff. They can be used as the foundation for training in both urban and rural settings, in bilingual-bicultural situations, and in programs that serve diverse social, racial, and ethnic groups. The competencies take into account the need for the CDA to be able to individualize the program for each child, to be sensitive to racial, ethnic, and cultural uniqueness, and to recognize special needs in any other area of the child's development that require professional attention.

All competencies relate to the role of the Child Development Associate as it is presently conceived; i.e., a person whose primary responsibility is directing the daily activities of groups of children in center-based preschool programs. For Head Start programs, recent policy directives include handicapped children in regular programs and also offer local programs the option of providing home-based services. The competencies as they are now worded are applicable generally to persons who work with young children, including situations where handicapped children are integrated into regular groups or where home-based activities are part of the program. The competencies are also useful for programs that deal exclusively with handicapped children or are entirely home-based, but they will need additional refinement to be fully applicable.

This relationship between specific competencies and expected role is important. Home visitors in a home-based program concerned with infants as well as older preschool children could be expected to master some, but not all, of the CDA competencies and to acquire other competencies more directly related to their daily tasks. Classroom aides might be expected to acquire or demonstrate certain of the CDA competencies, but not all of them, and not at the same level of mastery as a Child Development Associate. Supervisors, or master teachers in center-based programs would be expected to have a greater theoretical knowledge of child development and early childhood education, and to possess supervisory skills and teaching skills for working effectively with adults. Program or center directors should add managerial and administrative skills to understanding and possession of the CDA competencies.

The competencies overlap. Teaching must be seen as a whole which is more complex than the sum of its parts. It is important to recognize the essential interrelatedness of the competency statements. Helping a child learn to climb can aid physical development, concept development and also foster self-esteem. These are different competency objectives, but a single action will advance both.

ORIGIN OF THE CDA COMPETENCIES

The CDA competencies listed in this chapter were developed by a task force of specialists in early childhood education and child development in cooperation with the Office of Child Development. The competencies have been reviewed by a broad spectrum of groups and individuals under the auspices of the CDA Consortium. They have been adopted by the CDA Consortium Board of Directors as a starting point for the development of assessment and credentialling systems for Child Development Associates. The competencies are seen as evolutionary and will be subject to greater specification and validation as development of both training strategies and assessment procedures continues. Acquisition of the competencies is the goal of both the Office of Child Development funded pilot training programs and Head Start Supplementary Training programs for Head Start classroom staff.

BASIC COMPETENCY AREAS

A comprehensive, developmental program for preschool children is one in which the total design helps children acquire the basic competencies and skills for full development and social participation, while at the same time assuring that the quality of the child's experience is emotionally satisfying, personally meaningful, and provides a basis for future learning.

Within such a child development program the Child Development Associate will be expected to have the knowledge and skills in the following six competency areas.

A. Setting up and Maintaining a Safe and Health Learning Environment

1. Organize space into functional areas recognizable by the children, e.g., block building, library, dramatic play, etc.

2. Maintain a planned arrangement for furniture, equipment and materials, and for large and small motor skills learning, and for play materials that is understandable to the children.

3. Organize the classroom so that it is possible for the children to be appropriately responsible for care of belongings and materials.

4. Arrange the setting to allow for active movement as well as quiet engagement.

5. Take preventive measures against hazards to physical safety.

6. Keep light, air and heat conditions at best possible levels.

7. Establish a planned sequence of active and quiet periods, of balanced indoor and outdoor activities.

8. Provide for flexibility of planned arrangements of space and schedule to adjust to special circumstances and needs of a particular group of children or make use of special educational opportunities.

9. Recognize unusual behavior or symptoms which may indicate a need for health care.

B. Advancing Physical and Intellectual Competence

1. Use the kind of materials, activities and experiences that encourage exploring, experimenting, questioning, that help children fulfill curiosity, gain mastery, and progress toward higher levels of achievement.

2. Recognize and provide for the young child's basic impulses to explore the physical environment; master the problems that require skillful body coordination.

3. Increase knowledge of things in their world by stimulating observation and providing for manipulative-constructive activities.

4. Use a variety of techniques for advancing language comprehension and usage in an atmosphere that encourages free verbal communication among children and between children and adults.

5. Work gradually toward recognition of the symbols for designating words and numbers.

6. Promote cognitive power by stimulating children to organize their experience (as it occurs incidentally or pre-planned for them) in terms of relationships and conceptual dimensions: classes of objects; similarities and differences; comparative size, amount, degree; orientation in time and space; growth and decay; origins; family kinship, causality.

7. Provide varied opportunities for children's active participation, independent choices, experimentation and problem-solving within the context of a structured, organized setting and program.

8. Balance unstructured materials such as paint, clay, blocks with structured materials that require specific procedures and skills; balance the use of techniques that invite exploration and independent discovery with techniques that demonstrate and instruct.

9. Stimulate focused activities: observing, attending, initiating, carrying through, raising questions, searching answers and solutions for the real problems that are encountered and reviewing the outcomes of experience.

10. Support expressive activities by providing a variety of creative art media, and allowing children freedom to symbolize in their own terms without imposition of standards of realistic representation.

11. Utilize, support and develop the play impulse, in its various symbolic and dramatic forms, as an essential component of the program; giving time, space, necessary materials and guidance in accord with its importance for deepening and clarifying thought and feeling in early childhood.

12. Extend children's knowledge, through direct and vicarious experience, of how things work, of what animals and plants need to live, of basic work processes necessary for everyday living.

13. Acquaint children with the people who keep things functioning in their immediate environment.

C. Building Positive Self-concept and Individual Strength

1. Provide an environment of acceptance in which the child can grow toward a sense of positive identity as a boy/girl as a member of his family and ethnic group, as a competent individual with a place in the child community.

2. Give direct, realistic affirmation to the child's advancing skills, growing initiative and responsibility, increasing capacity for adaptation, and emerging interest in cooperation, in terms of the child's actual behavior.

3. Demonstrate acceptance to the child by including his home language functionally in the group setting and helping him to use it as a bridge to another language for the sake of extended communication.

4. Deal with individual differences in children's style and pace of learning and in the social-emotional aspects of their life situations by adjusting the teacher-child relationship to individual needs, by using a variety of teaching methods and by maintaining flexible, progressive expectations.

5. Recognize when behavior reflects emotional conflicts around trust, possession, separation, rivalry, etc., and adapt the program of experiences, teacher-child and child-child relationships so as both to give support and to enlarge the capacity to face these problems realistically.

6. Be able to assess special needs of individual children and call in specialist help where necessary.

7. Keep a balance for the individual child between tasks and experiences from which he can enjoy feelings of mastery and success and those other tasks and experiences which are a suitable and stimulating challenge to him, yet not likely to lead to discouraging failure.

8. Assess levels of accomplishment for the individual child against the background of norms of attainment for a developmental stage, taking into careful consideration his individual strengths and weaknesses and considering opportunities he has or has not had for learning and development.

D. Organizing and Sustaining the Positive Functioning of Children and Adults in a Group in a Learning Environment.

1. Plan the program of activities for the children to include opportunities for playing and working together and sharing experiences and responsibilities with adults in a spirit of enjoyment as well as for the sake of social development.

2. Create an atmosphere through example and attitude where it is natural and acceptable to express feelings, both positive and negative -- love, sympathy, enthusiasm, pain, frustration, loneliness or anger.

3. Establish a reasonable system of limits, rules and regulations to be understood, honored and protected by both children and adults, appropriate to the stage of development.

4. Foster acceptance and appreciation of cultural variety by children and adults as an enrichment of personal experience; develop projects that utilize cultural variation in the family population as resource for the educational program.

E. Bringing About Optimal Coordination of Home and Center Child-rearing Practices and Expectations

1. Incorporate important elements of the cultural backgrounds of the families being served, food, language, music, holidays, etc., into the children's program in order to offer them continuity between home and center settings at this early stage of development.

2. Establish relationships with parents that facilitate the free flow of information about their children's lives inside and outside the center.

3. Communicate and interact with parents toward the goal of understanding and considering the priorities of their values for their children.

4. Perceive each child as a member of his particular family and work with his family to resolve disagreements between the family's life style with children and the center's handling of child behavior and images of good education.

5. Recognize and utilize the strengths and talents of parents as they may contribute to the development of their own children and give parents every possible opportunity to participate and enrich the group program.

F. Carrying Out Supplementary Responsibilities Related to the Children's Programs

1. Make observations on the growth and development of individual children and changes in group behavior, formally or informally, verbally or in writing, and share this information with other staff involved in the program.

2. Engage with other staff in cooperative planning activities such as schedule or program changes indicated as necessary to meet particular needs of a given group of children or incorporation of new knowledge or techniques as these become available in the general field of early childhood education.

3. Be aware of management functions such as ordering of supplies and equipment, scheduling of staff time (helpers, volunteers, parent participants),

monitoring food and transportation services, safeguarding health and safety and transmit needs for efficient functioning to the responsible staff member of consultant.

PERSONAL CAPACITIES ESSENTIAL FOR CHILD DEVELOPMENT ASSOCIATES

In addition to the knowledge and experience that are essential components of educational competencies, it is essential that the people who teach young children have specific capacities for relating to them effectively. From field observation of practitioners and a review of the literature, it is possible to name those qualities and capacities which are likely to be most congruent with the competencies as defined. These are essential complements to the more technical aspects of competence. The capacities listed below represent patterns of relatedness most relevant to teaching children in the early years of childhood. Training programs for CDAs should try to develop them in all CDA candidates.

-To be sensitive to children's feelings and the qualities of young thinking

-To be ready to listen to children in order to understand their meanings

-To utilize non-verbal forms and to adapt adult verbal language and style in order to maximize communication with the children

-To be able to protect orderliness without sacrificing spontaneity and child-like exuberance

-To be differently perceptive of individuality and make positive use of individual differences within the child group

-To be able to exercise control without being threatening

-To be emotionally responsive, taking pleasure in children's successes, and being supportive for their troubles and failures

-To bring humor and imaginativeness into the group situation

-To feel committed to maximizing the child's and his family's strengths and potentials

CHAPTER 3

HEAD START SUPPLEMENTARY TRAINING POLICY REGARDING CDA TRAINING AND CREDENTIALLING

This chapter is applicable only to managers of Head Start Supplementary Training programs. OCD Instruction I-33-324-1, which deals with Head Start Supplementary Training and its relationship to Child Development Associate training and credentialling, is reproduced in full. Following the text of the policy is a series of questions and answers concerning its provisions.

WHAT WE ARE SENDING

OCD Instruction I-33-324-1 on Head Start Supplementary Training Policy.

MATERIAL TO BE REPLACED

This issuance supersedes the Dr. Edward Zigler memo dated March 7, 1972, entitled "FY'73 Supplementary Training".

WHAT YOU SHOULD DO

Cross reference this material with material in the Head Start Manual on Page 18 (A Manual of Policies and Instructions, Manual 6108-1, September 1967) and file attached policy in looseleaf notebook.

BACKGROUND

Head Start Supplementary Training general practice and policy has been to offer standard college-level training for Head Start staff. The primary goal of that training was to enhance staff career development. It was assumed that college training would also improve classroom performance.

As a result of this program, over 12,000 Head Start staff have received college training for credit, while approximately 1,000 have received either A.A. or B.A. degrees or other recognized certificates.

In some cases, however, emphasis on the career development function within HSST has conflicted with the need to provide Head Start staff, particularly classroom staff, with training for skills directly related to teaching Head Start children. Degree requirements at many institutions often oblige trainees to take courses which only indirectly affect Head Start classroom performance.

In addition to the HSST program, OCD has supported the development of the Child Development Associate (CDA) program. The CDA program reflects a new concept for training and credentialling child development staff. Its basic thrust is to focus both training and credentialling on adult competencies for working with young children.

The CDA project during FY 1973 has three major features: 1) Identification of basic competencies needed by adults who work in preschool centers, 2) pilot training programs which are developing competency-based training strategies, and 3) procedures for assessment and credentialling. Developing systems for assessment and credentialling is the responsibility of the CDA Consortium, a broadly based consortium of national organizations concerned with quality care for young children and the career preparation of child care staff. The Consortium will issue a CDA credential to persons who demonstrate the CDA competencies.

The intent of this issuance is to develop a balanced policy for HSST consistent with the new approach to staff training and credentialling incorporated in the CDA program and with the career advancement of Head Start staff. Although the policy changes outlined in this issuance focus on classroom staff, this does not detract from HSST's role in providing training and career development opportunities for all Head Start staff including non-classroom staff.

CHAPTER I-33-324-1
OFFICE OF CHILD DEVELOPMENT INSTRUCTION
HEAD START SUPPLEMENTARY TRAINING POLICY

I-33-324-1-00 Purpose
10 Scope
20 Definitions
30 Goals
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I-33-324-1-00 PURPOSE

The purpose of this issuance is to clarify OCD policy for Head Start Supplementary Training in order to insure a balanced approach to achieving HSST goals. As outlined in Sections 30 and 40, HSST's purpose is to provide training for staff to improve job-related skills. This should upgrade the quality of services in Head Start programs, and concomitantly, provide avenues for upward mobility to Head Start staff. Additionally, this issuance specifies competency-based training leading to a Child Development Associate credential as a component of HSST and defines that component's relationship to other training offered through HSST.

I-33-324-1-10 SCOPE

This policy applies to all Head Start Supplementary Training (HSST) grantees that operate or propose to operate an HSST program. Local Head Start grantees which have been funded by HSST during FY 1973 will be expected to negotiate, to the greatest extent possible, an appropriate competency-based training opportunity with the various colleges or universities presently providing HSST, or with other institutions which might develop an appropriate CDA training program in accordance with policies stated in section 1-40. Head Start grantees and delegate agencies and Head Start Career Development Committees must conform to the policies set forth in this instruction in making training and career development decisions affecting HSST trainees. Policy becomes effective immediately upon issuance.

I-33-324-1-20 DEFINITIONS

As used in this issuance:

1. "CDA competencies" refers to the basic skills and knowledge which classroom staff must demonstrate to gain the CDA credential. These CDA competencies reflect those needed to assume primary responsibility for the daily activities of preschool children in center-based child development programs. They have been developed under OCD direction.

2. "Competency-based training" refers to training for a defined set of competencies. "CDA competency-based" means training leading to a CDA credential and conforming to OCD procedures and CDA training guidelines.

3. "Child Development Associate" is a new professional category which emphasizes demonstrated competency in working with children. The CDA credential will be awarded to those who demonstrate the defined competencies as reflected in assessment procedures developed by the CDA Consortium. It is expected that the CDA credential will stand for high quality capabilities and have national status.

4. The CDA Consortium is a private nonprofit corporation funded by OCD and composed of approximately thirty national organizations that strongly support quality care for preschool children. A sixteen member board of directors functions as the policy making body of the Consortium, supported by a full-time staff of professionals. The Consortium's role is to develop and implement systems of assessing the competency of CDA trainees. The Consortium will also develop systems for credentialling CDAs.

5. The CDA credential program and college degree programs are different in the following ways:

   (a) An A.A. or B.A. degree has broadly based requirements in general education. A CDA credential is more specifically focused on competencies for working with preschool children.

(I-33-324-1-20 Continued)

(b) While a person receiving training for a CDA credential may be granted college credit toward a degree, the CDA credential itself is based on actual performance with children, not on completion of a prescribed number of credit hours.

(c) The CDA credential will certify that a person is competent to work with young children -- a college degree alone may not.

(d) The college degree or hours received during training are a possible avenue for further career development, but are not necessary for attaining the CDA credential.

6. "Non-Classroom Staff" refers to personnel not directly involved in classroom activities (e.g., Head Start directors, social workers, health workers, etc.).

I-33-324-1-30 GOALS

The HSST program goals are: First, to provide training for Head Start staff in child development and in early childhood education and related areas with the objective of upgrading their skills and competencies in delivering services to Head Start children; and, second, to provide staff with opportunities for appropriate training and career development to facilitate upward mobility in Head Start programs.

All HSST projects will be required to promote these goals and to conform with the policies in this memo.

The policies outlined below will serve to: 1) Increase the relevance and quality of training for those staff working directly with Head Start children; 2) Stimulate HSST institutions to offer CDA competency-based training; and 3) Maintain an on-going career development component within HSST, by (a) allowing classroom staff trainees now nearing completion of requirements for an A.A. or B.A. degree or other certificate to continue to those levels; (b) continuing degree-oriented opportunities for non-classroom staff; and (c) providing degree-oriented opportunities for Head Start classroom staff beyond the CDA credential.

I-33-324-1-40 POLICY

A. General Provisions

1. HSST will focus on training Head Start staff in child development and in early childhood education and related areas that enhance staff capabilities to carry out Head Start program objectives. Training for both classroom as well as non-classroom staff will be directed at upgrading their skills and competencies for delivering services to Head Start children.

2. HSST will meet commitments to existing classroom staff who are nearing completion of a degree program as well as to non-classroom staff enrollees. This is specified under policy provision B.1. (See page 6).

3. HSST will continue to provide opportunities for Head Start staff not covered under policy B.1 to pursue degree-oriented training as outlined in policy provisions B.2, B.3, and B.4.

4. For FY 1974, HSST grantees who provide training for Head Start classroom staff not nearing completion of a degree and for newly enrolled classroom staff will be required to choose one of the following options. The options apply to HSST grantees which must, with Regional Office concurrence, select the option that best meets their situation. Within each region there may be a mix of options with several institutions in each category. Training in each option must be based upon the CDA competencies. The options are as follows:

   a. Provide full accommodation of CDA competency-based training for classroom staff.

   b. Provide an approved transitional program for FY 1974 for providing classroom staff with CDA competency-based training.

(1-33-324-1-40 Continued)

c. Provide an approved alternative for preparing persons as competent classroom personnel in a Head Start setting.

5. Criteria for meeting option (a) are described below:

a) Each component of the training program should relate to specific child development associate competencies. The entire training program should ultimately lead to the attainment of all of the CDA competencies.

b) HSST grantees, if they are colleges or universities, must offer valid credit for CDA training. Grantees that are not colleges or universities should work with nearby colleges and universities to obtain credit for trainees.

c) Approximately 50 percent or more of the trainees' total training time must be spent in supervised field work.

d) Training must be organized so that academic and field work are integrated.

e) Training must be individualized according to each trainee's strengths and weaknesses with respect to the CDA competencies. (e.g., upon entry, a trainee's work with children is evaluated and a plan for training developed that has at least some components that are individualized according to individual trainees previous experience and expertise. Interim evaluations are made as training progresses, and counseling is provided until both trainee and trainer decide that the trainee has acquired the CDA competencies and is ready to apply for assessment for the CDA credential).

f) Training must be flexibly scheduled so that length of training time can vary and so that exit from the training program depends on each trainee's acquisition of the CDA competencies.

(I-33-324-1-40 Continued)

6. The criteria for meeting option (b) are:

   a) HSST grantees must comply with A.5.a. and A.5.b. above.

   b) HSST grantees must also comply with at least one of the other criteria given in option (a) above.

   c) HSST grantees must include in their grant package a plan showing that they are working to make changes in their program so that they will conform with all six criteria at the beginning of their program year in FY 1975.

7. The criteria for meeting option (c) are:

   a) The goals and/or competencies encompassed in the program must be related to the professional role described for a Child Development Associate; that is, a person who assumes primary responsibility for the daily activities of groups of preschool children.

   b) Competency statements must start with the CDA competencies as defined by OCD. Competency statements can be amended, expanded or deleted provided they are accompanied by an acceptable rationale showing that the changes reflect needs in the population of children or trainees served by the program, and that they are consistent with sound child development practices. Each component of the training program should relate to the development of specific competencies. The entire training program should ultimately lead to all competencies specified as objectives of the training program.

   c) Training must include a sufficiently major component of supervised field work to lead to attainment of the competencies. Academic and field-work must be integrated.

(I-33-324-1-40 Continued)

d) HSST grantees must devise a system of evaluation related both to the training program and to trainees' work with children. Upon completion of the program, trainees should be competent child care staff. They should be prepared for assessment by the CDA Consortium for awarding of the CDA credential. Grantees should plan to work closely with the CDA Consortium so that the program's system of evaluation is coordinated with assessment for the CDA credential.

e) HSST grantees, if they are colleges or universities, must offer regular course credit for CDA training. Grantees who are not colleges or universities should work with nearby colleges and universities to obtain course credit for trainees.

f) A review process will be established at the OCD Regional Office level to evaluate proposals for this option. The process will include appropriate representation of OCD National Office and the CDA Consortium.

B. Specific Provisions

1. HSST policy calls for meeting existing commitments to current Head Start staff trainees who are close to achieving degrees. Therefore, subject to available resources and OCD policy:

a) Classroom staff trainees who have obtained 60 or more credits at the time of this issuance will be permitted to continue to work toward a B.A. degree, provided acceptable progress is made. They should also be allowed and encouraged to participate in training leading to a CDA credential where this is possible and appropriate.

(I-33-324-1-40 Continued)

b) Classroom staff trainees who have obtained 45 credits and who are enrolled in programs leading to A.A. degrees or 60 credit certificates will be permitted to continue training for those credentials, provided acceptable progress is made. They should also be allowed and encouraged to participate in training leading to a CDA credential where this is possible and appropriate.

c) Non-classroom staff enrolled in HSST at the time of this issuance will be permitted to continue in degree-oriented programs regardless of credit level. They should also be allowed and encouraged to participate in training leading to a CDA credential where this is possible and appropriate.

2. Current classroom staff HSST enrollees not covered under policy B.1 (e.g., they have taken some courses but are not close to completing a degree as defined in policy B.1.a and B.1.b) will be permitted to continue in HSST only insofar as such training is related to the CDA competencies and leads to attainment of the CDA credential. To the extent that resources permit, priority should be to provide competency-based training for a CDA credential to these current enrollees. After attaining the CDA credential, they may be permitted to continue academic work toward a child development-related degree or other certificate to the extent that openings are available and resources permit.

3. Effective from the date of this issuance new classroom staff enrollees in HSST must be provided with CDA competency-based training. After attaining the CDA credential, they may be permitted to continue academic work toward a child development-related degree or other certificate to the extent that openings are available and resources permit.

(I-33-324-1-40 Continued)

4. New non-classroom staff may be enrolled in HSST if openings are available. Non-classroom staff (whether new or currently enrolled in HSST), particularly those staff responsible for working directly with children (e.g., Home visitors in a home-based program), may be eligible to participate in CDA competency-based training.

5. Beginning in FY 1974, regional quotas will be established according to the eligibility categories specified in policy B.1. (i.e., for training leading to an A.A. or B.A. degree or other certificate and for non-classroom staff trainees), reflecting current enrollment figures in those categories as submitted by regions in response to the December, 1972 memo requesting that information. Regions will allocate remaining slots for competency-based training leading to attainment of the CDA credential.

6. Enrollees receiving training for a CDA credential during the second semester in FY 1974, whose trainers have determined are ready for assessment, may continue training while awaiting assessment and credentialling by the CDA Consortium if they choose to do so, provided: a) they have OCD Regional Office approval; b) they have made the request to be assessed; and c) they have secured written certification from the trainer that they are ready for assessment.

I-33-324-1-50 IMPLEMENTATION

The conversion from previous HSST policy to current policy will be the responsibility of the ARDs. The new policies will be administered in line with the decentralization of the HSST program. Regions will work cooperatively with current HSST grantees to develop quality training programs that meet the criteria specified in this policy issuance. Present grantees will be given preference in showing that they can meet the new requirements before other training institutions are contacted to provide HSST/CDA training. Technical assistance will be provided to local Head Start grantees and to HSST institutions by regional resources and by the CDA Consortium.

QUESTIONS AND ANSWERS REGARDING HEAD START SUPPLEMENTARY TRAINING POLICY

1. How will Head Start classroom staff benefit from the new policy?

The most immediate benefit will be more relevant on-the-job training, directly related to the daily experiences of Head Start staff.

Moreover, HSST policy now provides opportunities for classroom staff to become credentialled Child Development Associates. This opportunity is important whether or not a person is working toward a degree, or has already completed a degree. CDA training will provide access to a credential which is expected to be recognized not only in Head Start but in a wide variety of early childhood programs across the country. For staff who possess the competencies but have had little formal education, or for persons with academic degrees but no special knowledge of early childhood education before CDA training, the CDA credential will provide valuable recognition.

2. What about non-classroom staff?

For the present all non-classroom staff enrolled in HSST will be permitted to continue in current training programs regardless of credit level. In the future we expect to explore possible applications of the concept of competency-based training to Head Start staff in other areas.

Because of the magnitude of the task, we are initiating competency-based training for classroom staff first because the classroom staff spends most of their time with the children, and their work impacts most directly on the quality of the educational program for children. Home visitors and non-classroom staff with child development responsibilities should be included in HSST/CDA programs.

3. What happens to current trainees under the new policy?

HSST trainees who are non-classroom staff are not affected
HSST trainees who are classroom staff, and who are close to completing a degree (e.g., they have accumulated 60 credits toward a bachelor's degree or 45 credits toward an associate of arts degree or 60 credit certificate) will be allowed to continue in their degree program, or to enroll in CDA training if they choose to do so. Classroom staff whose accumulated credits are below the cut off points will be given priority for CDA training.

4. What will happen in a local Head Start or HSST program if some staff continue HSST as before, while others receive CDA training?

This will mean that classroom staff will be involved in different training activities at various points in time. However, there should be some overlap. Where it advances their needs or interests, classroom staff with sufficient credits to continue a degree program should be encouraged to participate in CDA training, or in parts of it (e.g., special courses, workshops, supervised field experiences.) Where possible these trainees should be encouraged to obtain their CDA credential first before continuing with general education courses to fulfill requirements for a degree. Classroom staff who are involved in CDA training may in some instances be participating in the same experiences and also receiving college credit. Actually, because CDA training provided through HSST will confer credit, some CDA trainees may be working simultaneously toward a CDA credential and an academic degree.

5. Will Head Start staff be eligible for support toward academic degrees after they receive the CDA credential?

Yes. Some funds may be available for degree programs. Although the CDA credential is expected to be a viable credential by itself, academic degrees will continue to be important. The number of persons able to puruse degree programs will be a function of regional office and local program priorities and resources.

6. Will people who already have the CDA competencies be able to be credentialled as CDAs without going through CDA training?

At the present time, this is not possible. However, OCD expects that the CDA Consortium will develop an assessment and credentialling procedure that would make this possible in the future.

7. What if a person demonstrates or acquires the CDA competencies before the CDA Consortium develops assessment and credentialling procedures that are applicable on a nationwide scale?

Persons who have been enrolled in CDA training and who are deemed ready for assessment before assessment and credentialling procedures are developed may a) continue CDA training while awaiting assessment; b) pursue general education courses needed for a degree; c) drop out of HSST temporarily to make room for another person; or

d) assist in the CDA training program by helping other trainees obtain the competencies. (See section B.6 of the HSST polic issuance.)

The CDA Consortium expects to have developed a prototype assessment system by July 1973. This will be a rough prototype still requiring further research and broad field testing. The Consortium expects to begin some limited credentialling during fiscal year 1974. Firm estimates of the number of CDAs expected to be credentialled during FY1974 are not now available.

8. What constitutes "acceptable progress" for trainees with 60 or more credits (semester hours) toward a bachelor's degree, or 45 credits toward an associate degree who are continuing their degree programs?

This decision will be the responsibility of the Career Development Committee, with appropriate guidance from the OCD Regional Office. Generally, passing grades and continuous progress are the main criteria. The average trainee takes 12-18 credits or semester hours per year.

9. Will the addition of CDA training as a component of HSST require any changes in the role of Head Start Career Development Committees and/or Directors of Career Development and Training of Career Development Coordinators?

No -- except that in exercising their regular functions of planning and implementing staff training, they will need to become familiar with current policy and with the characteristics of CDA training and credentialling. With Regional Office guidance, members of Career Development Committees and directors and coordinators of Career Development and Training may play a major role in incorporating CDA training into the agency's Career Development Plan, in orienting staff, and in working with HSST grantees and/or other colleges or training institutions.

10. When a Head Start employee receives a CDA credential, will he or she be eligible for promotion?

OEO Instruction 6902-1, full year Head Start Plan for Career Development (September 20,1966) requires that training, education, and demonstrated work ability be integral elements in a system of promotion and compensation. The CDA credential incorporates all three criteria, and should be taken into account in assessing a person's total performance and potential.

11. How much will it cost to provide HSST/CDA training?

At this moment, no one is certain of cost. Costs during the

initial start-up phase may be higher than for traditional HSST programs. This is because CDA training requires individualized instruction, intensive field supervision, individual assessment, and curriculum reorganization in order to incorporate the CDA competencies into the training program and to integrate academic and field experiences. This may necessitate cuts in enrollment in some programs.

However, there may be savings from changing the pattern of training. For example, a greater proportion of funds might be spent in training trainees who would work on-site at local Head Start programs, rather than in providing tuition subsidies or contract courses at local colleges and universities. Variations in center attendance might also be associated with staff training. For example, one day a week, or two days a month, might be set aside as training days.

Additionally, because the time frame for CDA training will be variable, depending solely on what is necessary for the trainee to acquire and demonstrate the competencies, there may be a lower cost per trainee. Degree programs pursued on a part-time basis can take from four to eight years whereas CDA training is expected to range from several months to two years, depending on individual trainees' acquisition of the CDA competencies.

12. What help can HSST programs get from the Office of Child Development?

Implementation of the new policy is the responsibility of the OCD Regional Offices in line with the decentralized administration of HSST Regional Office staff will continue to negotiate grants, advise concerning the substance of training, and determine adherence to guidelines.

The OCD National Office will provide overall leadership and direction concerning CDA training. It will disseminate information concerning CDA pilot training sites, successful training strategies, training costs, and assessment and credentialling systems.

The CDA Consortium will share the results of its developmental effort in assessment. The Consortium has also agreed to provide some limited technical assistance on a regional basis. Moreover, the Consortium has organized clusters of subcontractors and assessment pilot sites on a regional basis. HSST programs would be welcome participants in cluster activities. (The appendix gives the cluster organization.)

13. How much course credit should the CDA credential be worth?

This will vary among institutions. Some colleges in the pilot effort have indicated their willingness to provide AA degree equivalent credits, and varying amounts of credit depending on the mechanism employed. However, as a competency-based credential its major worth will be that of certifying that the Child Development Associate is a competent professional in early childhood programs with demonstrated ability to work effectively with young children.

14. What if a college or university with a current HSST grant cannot provide CDA Training that meets OCD guidelines?

HSST policy requires that current grantees be given preference in showing they can conform to the guidelines. However, if a college or university which is a current HSST grantee cannot provide HSST/CDA training, the Regional Office will decide upon alternate ways to organize training. Funds may be reallocated to alternative training centers.

CDA training can be offered by a variety of institutions including Regional or State Training Offices, Head Start Centers, Vocational/technical schools, private organizations, mental health institutions and/or clinics, high school adult education programs, neighborhood and community organizations, and day care centers or nursery schools. Local Head Start programs may also be funded to structure their own training programs utilizing available community resources.

CHAPTER 4

GUIDANCE FOR IMPLEMENTING HSST/CDA TRAINING PROGRAMS

This chapter provides guidance for implementing CDA training within Head Start Supplementary Training Programs. It is useful only for persons familiar with Head Start Supplementary Training.

GOALS

The objectives of HSST as originally promulgated in 1967 were to:

- Provide college education and training to full-year Head Start employees so they might become more skilled and responsible in their Head Start work;
- Provide Head Start employees with an opportunity for the kind of career development that would increase their earning power and job security;
- Provide an opportunity for colleges and universities to experiment with changes in academic requirements and to develop new curricula and methods of instruction, thus serving the special educational needs of Head Start personnel and programs.

The original goals as articulated above are not essentially different from current goals (see Chapter 3, I-33-324-1-30). The difference is largely one of priority, and of means for accomplishing objectives. At present, staff training to improve the quality of services to Head Start children has top priority. This concern for the quality of the program for Head Start children is also reflected in the Head Start Improvement and Innovation effort. However, although the primary goal of HSST/CDA training is classroom competency, enhancing career development and professional status is implicit in the CDA concept. It is expected that

the CDA credential will be a nationally accepted credential in its own right. Furthermore, the opportunity to broaden intellectual and personal horizons by completing degree programs can also be an attainable goal within the present policy provisions, depending on the status of the trainee and the resources available.

ORIENTATION

An essential first step in implementing the new policy is promoting its acceptance, HSST/CDA training should be seen as a reasonable and practical way both to improve the competencies - and hence the effectiveness - of Head Start staff, and to enhance individual status and career opportunities. All persons participating (college and university faculty, Head Start staff and administrators, trainees, Head Start Career Development Committee members, parents) should be fully informed about the goals, philosophy,and training plan of the Child Development Associate program. Trainees, particularly, should be aware that the CDA program is an experimental program, and that assessment and credentialling systems are being developed. All programs implementing CDA training are part of the developmental effort.

SELECTION OF TRAINEES

Head Start Supplementary Training policy (see I-33-324-2-40, section B) calls for meeting OCD's commitments by providing degree-oriented training to currently enrolled non-classroom staff and classroom staff who are close to achieving degrees. Priority for CDA training will be given to classroom staff currently enrolled in HSST but excluded from degree programs because they have attained insufficient credits to continue under the specific policy provisions. As resources permit others should be encouraged, including:

1. Trainees covered under sections B.1a and B.1b who have acquired 60 credits toward a bachelor's degree and 45 credits toward an associate of arts degree. Including these trainees can demonstrate to other trainees that CDA training, and the CDA credential, is valuable to those who have degrees, or want them. Also, these trainees often provide role models for other trainees, and can possibly assist in the training program. If they wish, they should have the opportunity to be evaluated with respect to the CDA compentencies and to take all or parts of CDA training in order to obtain all the competencies and receive their CDA credential. The amount of training involved should of course, depend on the "competency level" of the trainee rather than on the number of credits formerly accrued.

2. Other classroom personnel not currently enrolled in HSST.

3. Non-classroom staff (whether or not they are currently enrolled in HSST) whose career goals include working with children and for whom CDA training and credentialling would be appropriate and desirable. CDA training would be appropriate for non-classroom staff occupying new staff roles that involve knowledge or acquisition of a substantial proportion of the CDA competencies; for example, home visitors in a home-based program.

There are several strategies that can be adopted in selecting HSST/CDA trainees. One is a "critical mass" approach involving all or nearly all of the staff at a given local program - head teacher, assistant teacher, teacher aide, non-classroom staff for whom CDA training is appropriate. This strategy is most likely to make an impact on the quality of that particular program. Another strategy is to select trainees on the basis of criteria such as number of credits previously earned, length of time as Head Start staff, job status (head teacher, assistant teacher, teacher aide), a specified number of trainees from each program, etc. Other criteria might include the following: candidates accepting the CDA as their current professional target; candidates showing promise in work with children and their families; candidates showing competence in interpersonal relations; candidates having previously made use of available training opportunities. A third strategy is to select trainees on the basis of current level of competency, either the most competent staff members (they can finish quickly and can help others) or the least skilled staff members (they need training more than the others). Participation in HSST/CDA training should be voluntary.

Ideally, HSST/CDA training is best approached as a combination of inservice training, academic training and on-the-job training for the entire Head Start teaching staff. In addition to the training and supervision provided by staff members from an institution with an HSST grant, Head Start staff members can assist each other in attaining the CDA competencies. Every staff member, including the most competent head teacher or program director, can benefit from identifying his or her strengths and weaknesses with respect to the CDA competencies. It is desirable for staff involved in HSST/CDA training to be at various levels of competence - some with considerable experience and skills, others in the middle, and some inexperienced persons. A cooperative approach is most useful, with each staff member working to become more competent at his or her job in order to improve the program for the children.

COUNSELING

Counseling will be essential to help individuals benefit from training programs. The average trainee will need help in framing both career

goals and personal and professional objectives, and in making realistic plans for achieving them. Counseling will also be instrumental in helping trainees understand the value of CDA competency-based training for themselves and the children, and in adjusting to the differences in the organization of training as a result of implementing CDA training.

The concepts of levels of competency and of professional self-development with respect to the CDA competencies will need explanation. HSST trainees who are working in responsible teaching roles and see themselves as competent teachers may see no need for competency-based training. Trainers will need to be particularly sensitive to trainees in this situation, and to trainees who feel threatened by the idea of being assessed in terms of specific competencies. Individual counseling, special seminars, and independent study can be used to assist the "experienced" HSST trainee. In addition, some experienced trainees who have acquired most or all of the CDA competencies can assist with the training program by helping others with less experience.

Counseling should be an integral part of any HSST/CDA training program. Every effort should be made to tap all available resources, both within and outside the HSST program, to provide trainees with adequate help and guidance.

COORDINATION

OCD Regional Office staff will be responsible for making sure that there is sufficient planning and coordination among the various groups involved in implementing HSST/CDA training. HSST project managers should work with college faculty and administration, Head Start directors and staff, OCD Regional Office staff and others to facilitate the complex process of conversion from an academically-based system to competency-based design for training. Coordination should involve the following groups:

1. Head Start Career Development Committees.

   In addition to their role in selecting trainees, the Career Development Committees can assist in the counseling of trainees in areas related to career goals and expectations. They can facilitate cooperative planning between Head Start program administration and HSST/CDA trainees so that individualized training plans can be developed. They can also function as advocates for the trainees.

2. Administration of Head Start Child Development Centers.

   Cooperation between training program staff and staff and administration of the child development center is essential.

Head Start administrators can facilitate staff acceptance of training and also facilitate training by finding ways to maximize on-site training and integration of academic and on-the-job experiences. The provision of released time for course work and seminars, cooperative planning of schedules, enthusiasm for exchange placements, or field visits and interest in trainees' progress should probably be preconditions for trainees' participation.

3. Education Staff of Head Start Child Development Centers.

Education staff who have acquired the CDA competencies and/or who have bachelor's or master's degrees in child development or early childhood education can work with the HSST program supervisors. As on-site personnel they can provide valuable support in helping trainees with fewer skills to acquire the CDA competencies. Ample time should be provided to plan child development center staff responsibilities so that some members of the educational staff can assume this role.

4. Trainees.

Prior to selection all potential participants should be fully informed about the goals and expectations of the CDA program, and its similarities and differences in relation to the former HSST program. The entire Head Start staff should be made aware of what competency-based training is, what the CDA concept is, and how it relates to the Head Start Improvement and Innovation effort. Staff should understand the relationship between the CDA competencies and the performance standards for Head Start program quality.

5. Parents.

Parents should be informed about the goals of CDA training and their relationship to a quality preschool program. Their [illegible]n suggestions and help should be sought in providing trainees with experiences and information which will help in the acquisition of specific competencies; for example, in coordinating child-rearing practices and expectations between home and center (competency area E), and in helping build children's positive self-concept and individual strength (competency area C).

Parents can also be enlisted as "back up partners" (substitutes) for trainees on a paid or volunteer basis.

6. College, Faculty and Administration.

Support from college faculty and administration will be crucial in revising the curriculum and in developing new systems for

granting credit and making scheduling flexible. College faculty are of course, valuable resource persons for particular content or competency areas.

7. HSST Program Field Work Supervisors and/or Academic Instructors.

Supervisors and instructors in this program should be advisors and facilitors of learning not traditional authority figures.

Each trainee should be assigned to a supervisor or advisor who will guide the trainee through the training experiences, whether field or academic. A useful but difficult-to-achieve trainer/trainee ratio is 1 to 10 or 1 to 12. The supervisor should assist the trainee to relate the theoretical content to the field experience and vice versa, and will be the key person in training for CDA competencies. Personal and professional counseling should also be included in the supervisor's role.

In order to achieve a workable trainer/trainee ratio, many HSST/CDA programs will need to draw on the Head Start staff to help provide field supervision. Some HSST program staff might assume the role of a "trainer of trainers", aiming for a multiplier effect. He or she can work cooperatively with selected Head Start staff and administration, who will in turn work with HSST/CDA trainees.

8. CDA Consortium.

HSST/CDA project managers will need to be informed of the work of the CDA Consortium in developing assessment and credentialling procedures. Some HSST/CDA programs may wish to field test particular assessment procedures, or participate in other activities of the regional clusters established by the Consortium. (See the appendix for a list.)

9. CDA Pilot Training Projects.

As information concerning training models, materials, and approaches becomes available from the pilot projects, it will be made available to HSST institutions.

PROGRAM ALTERNATIVES

For Fiscal Year 1974, HSST grantees who provide training for classroom staff not nearing completion of a degree program have the options of : a) full conversion to CDA competency-based training; b) an approved transitional program for providing CDA competency-based training; and c) an approved innovative alternative for providing competency-based

training. Each option is discussed below, with suggestions given for meeting the criteria specified.

> For a general description of the components of CDA training see Chapter 5.

Option A. CDA Training

Criterion(a) Training Organized Around Competencies

Each component of the training program should relate to specific Child Development Associate competencies. The entire training program should ultimately lead to the attainment of all of the CDA competencies.

Curricula will have to be revised to insure that all courses and/or experiences relate to the CDA competencies, and that all components of the training program reflect individual trainees' needs (strengths and weaknesses with respect to the competencies) rather than institutional requirements. Separate consideration may be needed for the following categories of trainees:

1. Entry level trainees with little or no experience. The training program should be organized to help them acquire over a period of time all of the CDA competencies.

2. Trainees with some experience and several previous courses in child development or early childhood education. They will need a comprehensive program but should not have to repeat previous learnings.

3. Experienced trainees who have been enrolled in HSST and have taught for several years. They will need a more individualized evaluation with respect to the competencies and individually-focused on-the-job experiences. The training program should be organized so that trainees can acquire the particular set of competencies needed for CDA status.

Criterion(b) Credit

HSST grantees, if they are colleges or universities, must offer valid credit for CDA training. Grantees that are not colleges or universities should work with nearby colleges and universities to obtain credit for trainees.

credit is especially important given the past degree-orientation of HSST, and the newness of the CDA credential program. HSST/CDA training programs which are based on the traditional system of courses and credits will need to work out an alternative system for granting credit for CDA training. Where HSST programs currently involve a large number of institutions, it might be more manageable to grant credit through a single institution. Every effort should be made to provide transferable credit that is applicable toward a degree. (See Chapter 5 for a variety of suggested mechanisms).

Criterion(c) Supervised Field Work

Approximately 50 percent or more of the trainees' total training time must be spent in supervised field work.

Supervised field work is crucial to the development of competency. For Head Start classroom staff, the trainee's major field "placement" will undoubtedly be the Head Start Child Development Center in which he or she is employed. However, this does not mean that "training" will consist of routine work in the trainee's own classroom. The 50 percent of the trainee's total time which is "supervised" should involve:

1. Being observed by an HSST supervisor followed by an individual conference or informal conversation.

2. Being videotaped, or audio taped - or doing this oneself, followed by conversation or self-evaluation.

3. Observing peers, or being observed

4. Attending "integrative seminars" in which teacher behaviors are related to theoretical knowledge in terms of "What I saw this morning. . . . ."

5. Watching teaching demonstrations

6. Visiting other preschool programs or child development centers

7. Attending on-site workshops focused on curriculum areas or teaching methods with immediate application

The role of the HSST/CDA program supervisor is to guide the field experience so that it is a dynamic learning experience. The supervision process should focus on the individual's role in the classroom as a teacher of young children.

For CDA training in other settings, particularly for entry level trainees, special attention must be paid to finding field placements in which the other staff members provide excellent models for the trainee to follow. Because this flexibility is not often possible for HSST trainees already employed in Head Start settings, and because — regardless of program quality — trainees need to experience other settings, the HSST project manager or field supervisor should supplement on-the-job experience with a variety of other experiences. For example: use of films and videotapes; teaching demonstrations; field visits to other preschool centers; exchange placements among HSST/CDA trainees employed in different Head Start Centers; paired exchanges, in which two staff members exchange positions at regular intervals. Additionally, the project manager or field work supervisor should make every effort to coordinate HSST/CDA training with other Head Start preservice and in-service training. Where experiences — for example, films — can be made available to the whole staff of a program rather than a single trainee, this would be advantageous in several ways.

HSST/CDA trainees employed as classroom personnel are not usually viewed as "learners." Even though they are enrolled in a professional training program, certain expectations and restrictions are often imposed on the trainee because he or she is also an employee. The supervised field experience should start with the basic assumption that the trainee, regardless of job status, is in the process of professional self-development. The on-the-job experience should be viewed as an internship (to use the medical model) in which skills, knowledge, and competencies are enhanced until final credentialling takes place. Trainees should be expected to teach others what they are learning and to make continuing contributions to improving the quality of the program for children as part of their professional development. In return, it is vitally important that Head Start program directors reciprocate by providing trainees with released time, approving of exchange placements, arranging for parents to be "back up partners," and in other ways facilitate the trainee's professional growth.

Criterion(d) Integration of Academic and Field Experiences

Training must be organized so that academic and field work are integrated.

Most collegiate institutions see academic work and field experience as separate entities. HSST curricula has often consisted of separate courses in content areas which were not necessarily related to the development of competencies. Conversion to a CDA "curriculum" will require training programs to reconceptualize curriculum so that field and academic work are integrated and are directly related to the development of specific competencies. In addition to curriculum revision, meeting this criteria may involve reorganizing components of training and changing staffing patterns. (Structural ways to integrate academic and field work are shown in Chapter 5.)

Criterion(e) Individualization with Respect to Competencies

Training must be individualized according to each trainee's strengths and weaknesses with respect to the CDA competencies. (e.g., Upon entry, a trainee's work with children is evaluated and a plan for training developed that has at least some components that are individualized according to individual trainees' previous experience and expertise. Interim evaluations are made as training progresses, and counseling is provided until both trainee and trainer decide that the trainee has acquired the CDA competencies and is ready to apply for assessment for the CDA credential).

Participants in HSST/CDA training will enter the program with varying experiential and academic backgrounds. Appraisal of already attained competencies and assessment of the "competency level" of each participant is an essential aspect of an individualized training program. It is extremely important that assessment be presented as ongoing and part of the training process. A climate for learning should be established in which all participants see themselves as involved in a process of professional self-development which includes ongoing assessment as one training strategy for developing competency and as one component of the training program. HSST students who have had both academic training and classroom experience and have attained careers as assistant teachers and head teachers through the Head Start career development ladder are sometimes extremely threatened by the prospect of being "evaluated" for competency. So, too, are people trained under HSST who have attained teaching positions through career ladders, and possibly degrees, but who could still benefit from CDA competency-based training. In no way should Head Start staff be threatened with loss of position or status for participating in CDA training. (See Chapter 5 for very specific suggestions regarding initial appraisal, developing an individualized training plan, etc.)

Criterion(f) Flexible Scheduling

Training must be flexibly scheduled so that length of training time can vary and so that exit from the training program depends on each trainee's acquisition of the CDA competencies.

Although most HSST programs have endeavored to be responsive to the needs of trainees, the schedule, calendar and structure which exists in most academic institutions has often imposed itself on training. Semester hours, and academic calendars are not always compatible with the learning needs of trainees. To meet the HSST/CDA guidelines, training cycles will need to be made flexible and adaptable to particular trainees. Although ideally a training cycle should be designed for each trainee, this is usually not realistic. Some structure must be adhered to. Nevertheless, a trainee's length of time in a training program should be dependent on

acquisition of the CDA competencies, not on a predetermined length of training. Suggestions for establishing training cycles are given in Chapter 5.

Option B. Transition to CDA Training

This option allows for a staged transition in situations in which it is not possible to put all the elements of CDA training in place by FY 1974. Three of the six criteria must be met, including Criteria (e) (training organized around the CDA competencies), Criteria (a) offering valid credit), and one other element of training chosen at the disgression of the training program. The grant package must show a plan for complying with all six criteria by FY 1975. (See Section 1-40, A.6. of the polity issuance.)

Option C. An Innovative, Competency-Based Alternative

Option C allows training programs more latitude in organizing their program to meet particular local needs or situations. It might be chosen in programs where a significant number of trainees are employed in Head Start centers choosing a home-based program option, or where bilingual/bicultural programs necessitate special training requirements. However, the basic elements remain constant. The program must be competency-based, include a large component of supervised field work, integrate academic and field work, include evaluation of both the alternative training approach and the trainees' progress, and carry valid credit. A special review process will ensure that the alternative approach adheres to sound concepts of developing staff competency. (For the specific criteria, see section 1-40, A.7 of the policy issuance). HSST grantees who choose this option will be engaged in work of a more developmental nature. They should plan to work closely with the CDA Consortium to coordinate training and assessment. They should also plan to work with CDA pilot training sites where this is practicable.

LOCALIZED FUNDING

In several regions, HSST funding has been decentralized so that the majority of HSST grantees are local Head Start programs rather than colleges or universities. The HSST policy issuance and the suggestions in this chapter generally assume that the grantee is a college or university. Head Start programs that have HSST grants will be expected to negotiate, to the greatest extent possible, an appropriate competency-based training opportunity with the various colleges or universities presently providing HSST, or with other institutions which might develop an appropriate CDA training program in accordance with the criteria in section 1-40 of the policy issuance. Head Start HSST grantees may wish to draw upon the resources of the region, with help from the regional or state training office. The following suggestions may be helpful to Head Start HSST grantees:

1. Identify the child care programs in your region whose directors are interested in staff training. Consider including other publically funded programs and private agencies, not just Head Start programs.

2. Form a local consortium to (a) assess local needs, (b) identify local resources for training (people, facilities, materials), and (c) develop a plan for providing CDA training cooperatively.

3. Organize field training with agency resources, sharing training materials, and using existing staff as supervisors and/or instructors where they have sufficient expertise. Contract for workshops or courses needed to complete the program.

4. Involve the OCD Regional Office in negotiating with academic institutions for credit and for contract courses and/or other services.

CHAPTER 5. GENERAL GUIDANCE FOR CDA TRAINING

This chapter distills information taken from the funding guidelines for CDA pilot training projects and also ideas from the pilot training projects themselves. As such, this is the most complete explication of the concept of CDA training. It is meant as a source of ideas for Head Start Supplementary Training project managers in complying with the new HSST policy and for others who are interested in the CDA concept.

Obviously, this will not be the final, definitive statement regarding training for Child Development Associates. The concept is new. Training strategies are still being developed. The CDA pilot training projects and the larger number of HSST/CDA training programs will themselves generate new knowledge concerning how best to organize and execute the training task. The suggestions given in this chapter are only suggestions. There are many other ideas. Nevertheless, here is a beginning - ideas, information and suggestions for organizing and implementing CDA training.

HSST/CDA TRAINING PROGRAMS COMPARED WITH OTHER CDA TRAINING PROGRAMS

HSST/CDA training programs, the CDA pilot training projects and training programs initiated by other agencies using their own resources will share many similarities as partners in the development and implementation of CDA training strategies. It will be helpful for all training programs to share information and to work cooperatively with the CDA Consortium to field test and/or incorporate assessment procedures as they are developed. The major difference between CDA training offered through Head Start Supplementary Training programs and other CDA training programs will probably lie in the range and diversity of both the trainees and participating institutions. In HSST/CDA programs, trainees will be Head Start employees, most likely working full-time in Head Start Child Development Centers. Most HSST grantees are colleges and universities, except in cases where funding has been localized and grants go directly to Head Start programs. In the CDA pilot training projects, the mix of trainees and institutions is intentionally wide.

Trainees

CDA training is expected to be appropriate for people of different ages and from a wide variety of backgrounds - experienced workers in early childhood programs, young men and women wanting to enter the child care profession, older women who want to return to work after raising a family. While HSST/CDA training programs will focus on training Head Start classroom staff, the CDA pilot projects are choosing a mixture of candidates - employed and unemployed, experienced and inexperienced, from Head Start and from other public and proprietary preschool and day care programs. In selecting trainees from other than Head Start programs, OCD recommends the following three minimum standards. Other selection criteria are left to the discretion of the program managers.

1. Trainees should be selected who reflect the ethnic and racial population they are expected to serve.

2. Trainees should be age 17 or high school graduates.

3. Trainees must meet local health requirements for working with young children.

Institutional Arrangements

CDA training can be sponsored by a variety of institutions or groups of institutions. The following is a partial list of possible training institutions:

1. Regional Training Offices or State Training Offices
2. Human resources commissions
3. Established day care and Head Start centers or other preschool programs.
4. State or local agencies which license and set standards for services to children
5. Neighborhood and community organizations
6. High schools
7. Private organizations (profit or nonprofit)
8. Mental health institutions and/or clinics
9. Vocational technical schools
10. Groups organized for the advancement of ethnic groups
11. High school adult education programs
12. Extension services of colleges
13. Community and Junior colleges
14. Colleges and universities
15. Early childhood education task forces or consortia organized on a statewide or regional basis.

Training institutions are encouraged to work out cooperative arrangements with other organizations; for example, a community college working cooperatively with a day care association, or a regional training consortium working through the extension division of a local college. Some training institutions may see their roles primarily as developing and testing training materials and providing technical assistance; in this case, another group would carry out the actual training. The CDA pilot training projects involve this kind of cooperation among diverse institutions.

Training programs are encouraged to establish a CDA advisory board which represents community groups being served by local early childhood programs. The project director of the training program should take the lead in instituting the local advisory board. Advisory boards should include parents of preschool children and CDA trainees. If existing advisory boards are utilized, they could play a valuable role in helping to develop and review the CDA training plan. The suggested role of the advisory board would be to review the overall training program and suggest improvements. For Head Start Supplementary Training programs, this function may be served by the Head Start Career Development Committee.

OBJECTIVES OF CDA TRAINING

The obvious, if difficult, aim of CDA training is to help trainees incorporate the CDA competencies into their everday behavior and thus become recognized Child Development Associates. This implies a process of professional self-development in which both trainee and trainer are working together to help the trainee master the competencies. In addition to acquiring the competencies, there are four overarching goals which relate to status and advancement in the early childhood education profession. Some training activities will not relate directly to the competencies but instead to these objectives:

1. Acquisition of the CDA Role.

   Helping trainees to develop positive concepts of their own work roles, interrelationships with parents, program directors, medical and social workers, other staff members, and community groups; and to examine the expectations held for them by others.

2. Development of Teaching Style.

   Helping trainees to understand and refine their own interpersonal styles in relating to children, parents, colleagues and others.

3. Acquisition of Teaching Techniques.

   Helping trainees acquire specific techniques and skills in working with children in classrooms and other group settings. (This goal is directly related to acquisition of the CDA competencies.)

4. Socialization into the Profession.

   Helping trainees acquire a broad background in the field of early childhood education and the social issues associated

with programs for young children. Helping trainees acquire a professional self-image, commitment to the field, and a sense of involvement in professional groups and activities.

ESSENTIAL CHARACTERISTICS OF CDA TRAINING

Although each CDA training program is expected to be somewhat unique in its organizational pattern and approach to training, all are expected to share the following characteristics. (These are essentially the same criteria with which Head Start Supplementary Training institutions must comply under the new HSST policy issuance.)

1. Training is based upon acquisition of the CDA competencies. Each component of the training program relates to the development of specific competencies. The entire training program ultimately leads to the attainment of all of the CDA competencies.

2. A minimum of 50 percent of the trainee's total training time is spent in supervised field work.

3. Training is organized so that academic and field work are an integrated set of experiences.

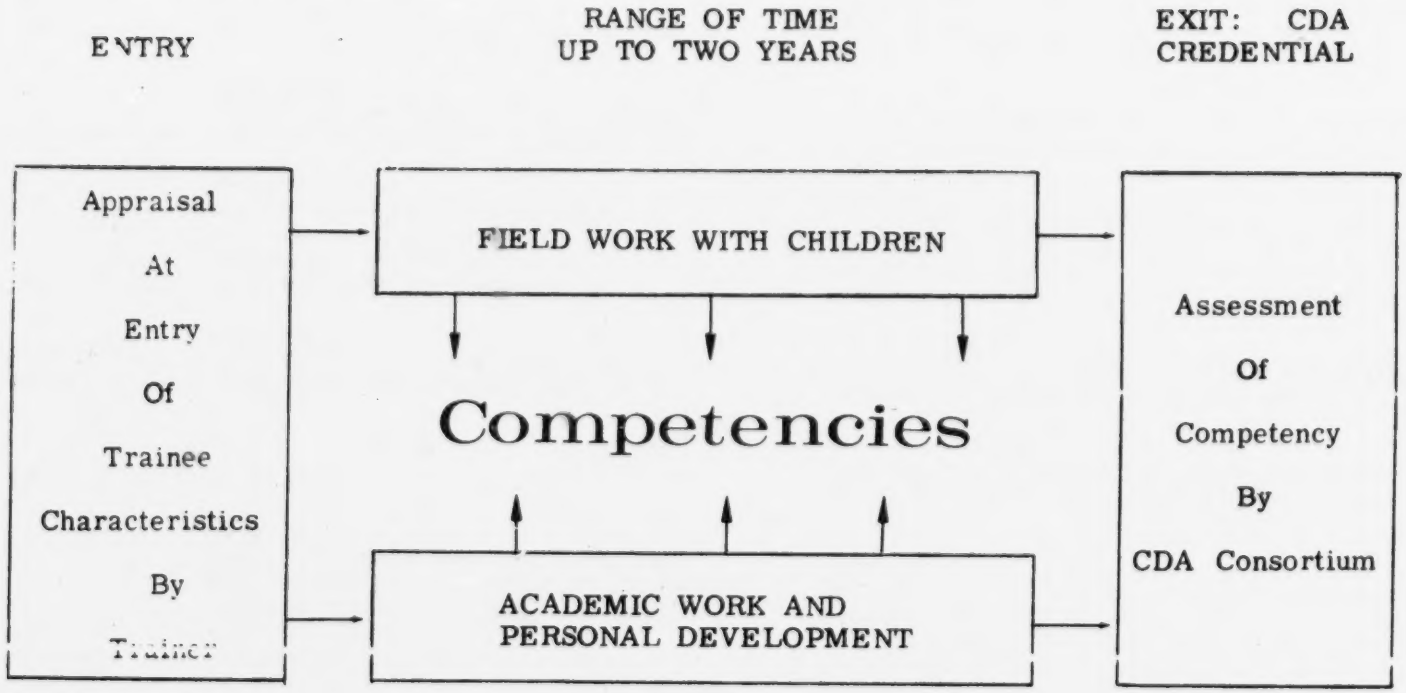
4. Training is individualized according to each trainee's strengths and weaknesses with respect to the CDA competencies. (e.g., Upon entry, a trainee's work with children is evaluated and a plan for training developed that has at least some components that are individualized according to individual trainees' previous experience and expertise. Interim evaluations are made as training progresses, and counseling is provided until both trainee and trainer decide that the trainee has acquired the CDA competencies and is ready to apply for assessment for the CDA credential.)

5. Training is flexibly scheduled so that length of training program depends on each trainee's acquisition of the CDA competencies.

6. Wherever possible, valid credit accompanies CDA training.

The following diagram illustrates the basic pattern of CDA training. The chart which follows it illustrates the major differences between CDA training and traditional forms of training.

C D A T R A I N I N G D I A G R A M



DIFFERENCES BETWEEN CDA TRAINING AND TRADITIONAL TRAINING

		TRADITIONAL TRAINING	CDA TRAINING
1.	Entry	Standards set by college - e.g., entrance examinations, high school diploma.	Open eligibility - 17 years old or high school diploma, and meets local health requirements.
2.	Structure of Academic Course Work	Preplanned for all students. Some individualization as instructors see fit.	Training program individually designed to meet each trainee's needs. Training can be individualized because each trainee is given an initial entry assessment to determine his/her strengths or weaknesses with respect to the competencies.
3.	Relationship of Theory to Practice	Academic work includes child development, teaching methods and general academic breadth requirements; e.g., history, science, sociology. General academic work usually precedes education courses. Field experiences are usually limited in duration.	Academic theory is thoroughly integrated with field experiences. Both academic and field experiences are based upon a specific set of competencies designed for CDAs. These competencies are skills and behaviors required for persons working with young children.
4.	Time	2 - 4 years	Varies according to trainee's progress. Two years is an expected maximum in obtaining the CDA competencies.
5.	Field Experience	Usually includes practice teaching of short duration which follows academic training.	Academic and supervised field work occur simultaneously. Field work comprises at least 50% of training.
6.	Exit	Standards are established by the university, college or community college by completing the academic program with acceptable or satisfactory grade requirements.	Standards are met by successful acquisition of the CDA competencies. Assessment of the acquisition of the competencies is executed by the system developed and administered by the CDA Consortium.
7.	Certification	Degrees, certificates, or credentials awarded to the trainee by the academic institution.	A Child Development Associate credential awarded to the trainee by the CDA Consortium.
8.	Institutions Involved	Colleges, community and junior colleges, and universities.	Colleges, community and junior colleges, and universities - in cooperation with, and in addition to, a wide variety of other organizations interested in training for child care staff.

FIELD EXPERIENCES

Settings for Field Placement

Supervised field experiences are crucial for helping trainees acquire the CDA competencies. Office of Child Development guidelines state that 50 percent of the trainees' total training time should be spent in supervised field work in early childhood settings where a trainee can be a responsible member of a child development staff. Settings may include Head Start Child Development Centers, day care centers, laboratory schools connected with colleges or universities or with high schools or vocational/technical schools, kindergartens pre-kindergartens, extended day care programs, nursery schools, or some combination of several of these programs.

When trainees are placed in field settings not under the direct control of the CDA program staff, the following are criteria recommended for selecting settings for field placement.

1. The setting should be a good example of a developmental program for young children.

2. The setting should be staffed by adults who are good models for the trainee to observe and follow.

3. The setting should have at least one staff member who has outstanding capabilities for working with young children and other staff members, and who is willing to help the CDA trainee acquire the CDA competencies. This person should possess the CDA competencies, be knowledgeable about the objectives of CDA training, possess skill in working with trainees, and be willing to assume extra responsibility in working with the trainee and with the CDA project staff. Whenever possible, compensation should be provided - in status, time, or money or a combination of these and other factors. This supporting staff member, members of the CDA project staff, and the trainee should work together to plan on-the-job responsibilities and experiences which will help the CDA trainee acquire the competencies.

4. The setting should provide the trainee with the opportunity to have genuine responsibility as a functioning member of the staff team. He or she should interact with children and parents, participate and assist in the design, implementation and evaluation of the childrens' program, and have other responsibilities appropriate to the particular field placement. The trainee should <u>not</u> be considered as an "extra pair of hands" assigned only to clean-up and non-teaching tasks.

Major field placements should be in group programs for children three to six years of age. Trainees should work in programs enrolling various age groups within this age range in order to acquire knowledge about developmental characteristics and appropriate related teacher behavior. For example, if a trainee's experience has included work in a child care center where he or she was an aide in a two year old group, he or she should have some additional experience with three, four, and five year olds. It is also important that primary field experiences take place in settings similar to those in which a CDA is likely to work after training is completed. If CDA trainees are most likely to be employed in urban preschool programs that serve primarily low-income children, field placement should include some work with groups of children who reflect similar socio-economic, racial, and ethnic characteristics. It would be inappropriate to place trainees only in private nursery school settings serving primarily middle and upper-class families.

It is conceivable that in some instances, the only available placements for field experience may not be ideal examples of developmental programs for young children. There may be staff on site who do not all provide excellent models for the CDA trainee to follow. When a choice is available, trainees should be placed in sites that are best suited for learning competencies. When a trainee is working full time, his or her work setting may necessarily be his primary field placement. In such circumstances, the CDA program staff must find many ways to demonstrate good models of competencies to the trainee using a variety of methods. Use of films, video tapes, written materials, demonstrations by trainers and visits or short placements in demonstration child development centers may be alternatives which will broaden the trainee's knowledge of competent teaching. When possible, the CDA program staff should take the additional responsibility of helping staff in the less-than-optimum settings improve the quality of their program.

Field Supervision by the CDA Program Staff

The process of supervision should focus on the trainee's role in the classroom and promote an in-depth understanding of the complexities of that role. Continuing on-the-job supervision should be the primary strategy for enhancing the trainee's level of competency. A team approach in which the trainee, the CDA program training supervisor, and the staff of the child care agency all participate is likely to be most successful. Such an approach can provide opportunities for immediate feedback, demonstration teaching, non-selfconscious observation, and individualization of training.

The supervisor's role should be one of an instructor, advisor, and facilitator rather than a visiting "authority figure" who observes,

comments, and then leaves without a continuing commitment to improving the situation. The supervisor should have ample time at the field placement to become familiar with all aspects of the program and to develop a trusting relationship with the trainee and staff. A good ratio of supervisor to trainees is 1 to 10, or 1 to 12.

The CDA program training supervisor should sensitively and carefully observe and evaluate the trainee's work with children and regularly provide him or her with useful feedback and supportive help in improving competency. In addition the supervisor/advisor should:

1. Coordinate all aspects of training experiences.

2. Provide on-site training support to the trainee to help integrate the trainee's work experience and academic experiences.

3. Plan formal and informal experiences which contribute to the trainee's total learning.

4. Provide counseling, both professional and personal, according to individual trainees' needs.

Suggested Methods for Field Experiences

The following methods are useful to highlight good models of teaching and help trainees acquire the CDA competencies.

1. Demonstrations by the CDA staff or others, followed by group discussion.

2. On-the-job discussions with other staff and CDA supervisor.

3. Use of audio-visual materials with prepared discussion guides that highlight examples of CDA competencies.

4. Self-analysis, guided by evaluation sheets or criteria supplied by CDA training staff.

5. Use of video tape recorders or audio-tape recorders to tape teaching for self-analysis or peer evaluation.

6. Paired peer observations and evaluation where two trainees work together to learn competencies.

7. Personal journals and dairies.

8. Child study: observing specific behaviors or doing case studies. (In all cases confidentiality of the children's records should be preserved.)

9. Individual conferences with training supervisor, followed by feedback and goal setting related to development of the CDA competencies.

10. Discussion groups or seminars in which "What happened this morning" is related to the CDA competencies, to theoretical knowledge of child growth and development, and to principles of curriculum and instruction.

11. On-site workshops focused on curriculum, teaching methods, parent involvement and other subjects related to CDA competency areas.

12. Field visits to experimental programs, community agencies, and child care programs with different philosophies or physical set ups.

13. Exchange placements with other CDA trainees.

14. Independent projects.

ACADEMIC EXPERIENCES

Academic experiences should not be seen as separate areas of knowledge to be required and mastered but as essential theoretical underpinnings for helping trainees understand and internalize the CDA competencies. Academic experiences should be directly related to CDA competency areas, or particular competencies, and/or the general goals of CDA training. They should be based upon and integrated with field experiences, and be individualized with respect to each trainee's needs and level of competency. Academic experiences do not necessarily have to take place in formal courses but might involve seminars, independent study, lectures, workshops, correspondence courses, "minicourses," or conferences.

It is generally more helpful to have these sessions in or near the centers where trainees work. For example, if a trainee needs help with curriculum for young children, instruction would be more effective if it were done in the preschool center using available or made-on-the-spot materials. Similarly, a lesson on children's art could use paintings made by the children that day. Community resources might be explored at a nearby playground or the local public library.

Suggested Content of Academic Experiences

To design academic experiences, training staff should start with the CDA competencies and use specific competencies as the basis for generating the academic component of training. Following is an outline of academic content derived from the competencies:

1. Child growth, development, and health.

This area relates to CDA Competency Areas A, B, C, and D, and to the overall goals of helping trainees develop teaching style and acquire teaching techniques.

a. Knowledge of cognitive, social, and emotional stages of development in preschool children.

b. Knowledge of physical growth and changes in preschool children.

c. Methods of developing the trainee's capacity to recognize a child's capabilities and potentials.

d. Methods and techniques which help the trainee learn to take advantage of situations which will enhance the intellectual, emotional, physical and social growth of the child. (e.g., programming, curriculum, teaching methods, teaching style.)

e. Methods which highlight and demonstrate the interrelatedness of all aspects of growth and development.

2. History, philosophies, principles and practices in early childhood education.

This relates to the goals of helping trainees acquire positive concepts of the CDA role and of becoming socialized into the profession.

a. Understanding of the roles of various staff members in preschool programs, and of different staffing patterns.

b. Practical knowledge of past and current theories and practices in early childhood education: philosophies, types of programs and curriculum models.

3. Ethnic Studies.

This relates to CDA Competency Area F.

a. Knowledge of cultural and ethnic factors influencing life styles of children and their parents.

b. Relationship of ethnic and cultural backgrounds of children to appropriate curriculum, materials and teacher behavior in preschool programs.

4. Evaluation Methods.

This relates to CDA Competency Area F. This does not mean that CDAs are expected to be highly competent in administering tests or understanding statistics or research methodology. It refers to practical on-the-job methods of evaluation which will help CDAs design and implement the daily program and meet the needs of individual children.

a. Techniques for evaluating child behavior and development.

b. Techniques for evaluating daily program effectiveness.

Suggested Methods for Academic Experiences.

Aside from academic courses, or in addition to coursework, the following methods may prove useful in designing theoretical experiences for CDA trainees.

1. Courses or lectures arranged from faculty or resource persons on the basis of student interest or demand.

2. Independent study or reading arranged with faculty members.

3. Workshop, seminars, and small group discussions.

4. Use of television for appropriate courses offered on educational or commerical stations, or for locally developed programs shown on closed-circuit systems.

5. Correspondence courses.

6. Programmed instruction, prepared modules, or learning activity packages.

7. Supplementary reading assignments, followed by discussion.

8. Films, videotapes, and filmstrips.

9. Mobile training units brought to the field placement site in a rural area.

WAYS TO ORGANIZE AND INTEGRATE ACADEMIC AND FIELD EXPERIENCES

All academic and field experiences should be systematically planned and coordinated around the acquisition of the competencies described for the CDA. Field experiences should comprise approximately fifty percent of training with academic experiences organized around the field experience. Obviously, there is no one model for training which takes into account the differences in sponsoring agencies, geographic constraints, available facilities, and training staff and resources. The following chart illustrates ways that various sponsoring agencies have proposed to organize the experience for trainees.

EXAMPLES OF PROPOSED TRAINING PROGRAMS

Type of Program	Field Experiences	Academic Experiences	Sponsoring Agencies
Coordinated effort among community organizations	Four months internship plus any additional field work needed to satisfy competency level. 50% of trainees' time spent in field assignments; 25% of time spent in skills workshops in preschool settings. Credit awarded on basis of competencies rather than on specific workshops, or time spent. Trainees employed by sponsoring agencies.	25% of trainees' time spent in academic support courses based on trainees' needs.	Head Start Program, working in conjunction with Public Schools (Follow Through and Title I, ESEA), Model Cities Child Care Unit, Mental Health Association Child Care Unit and a Community College with existing teacher aide and child care programs. The CDA program will be on extension/and modification of existing programs.
Program serving a widely diverse six-county area with trainees in both urban and rural settings.	Initial two-day orientation. Every-two-weeks cycle of on-site observation, followed by the setting and recording of specific tasks related to particular competencies. Special field visits outside own work setting. Two-week exchange placement for experience in a different setting, or with different age children. Trainees employed in the agencies who sponsor the training program.	Once-a-week academic sessions on-site in one program of a geographic "cluster" served by single advisor/trainer. Content of sessions derived from specific competency needs discovered from that week's observation of trainees. Special 6 week summer session course for trainees whose jobs permit attendance. Carries 20 credits toward AA or BA.	Child Development Program of Community Organization

Type of Program	Field Experiences	Academic Experiences	Sponsoring Agencies
Training Program for Agency Employees	Trainees are employed in Head Start and Model Cities programs. Most training takes place on-the-job through individualized counseling, small group discussions, and demonstration and guidance from trainers. Trainees work on one competency at a time. Some released time is provided.	Academic experiences are individualized using packaged training models and readings, films, and independent projects. Credit awarded from the community college, with arrangements to transfer to the state university.	State University and Community College, in conjunction with: Head Start Program Head Start Supplementary Training Model Cities Child Care Unit Career Opportunities Program
Program to train a small number of CDA master teachers who will return to their jobs and establish demonstration classes for training other CDAs.	Trainees are employed but have considerable released time. Each trainee develops own training plan using resources provided in field settings, college, and community. Observation and conferences determine progress toward competencies. Master teacher and supervisory skills are added to CDA competencies so that trainees will become trainers for the next group of CDA trainees.	Trainees may choose to take academic courses, or to satisfy knowledge requirements by independent study of books, films, etc. No courses are required. Trainee receives 30 credits upon attainment of competencies.	State College in conjunction with a State Head Start Training Office.
Urban Program	Trainees are employed. Staff exchanges to broaden trainees' experiences (urban/rural, black/white/Spanish-Speaking population, etc.). One-month placement in model demonstration center.	45 hour on-site institutes based on competencies. Also on-site experiences designed to relate academic material to practical experiences. Trainees receive 3 units/training session from an affiliated college.	Private Non-profit Training Organization

SUGGESTIONS FOR INDIVIDUALIZING PROGRAMS OF STUDY

Procedures for individualizing programs of study are closely related to evaluating each trainee's strengths and weaknesses with respect to the CDA competencies and modifying the training program to lead to attainment of all of the competencies. Following are some suggestions for accomplishing this:

1. Arrange the competencies in a series of learning activities or experiences. Package them so that trainees can move through the sequence at their own pace, and according to their needs and interests.

2. After the initial appraisal, place trainees in small groups according to their strengths and weaknesses. Provide appropriate instruction in the form of mini-courses or directed field experience. Change the composition of groups as some trainees acquire the particular competencies and are ready to proceed with others.

3. After the initial appraisal, ask trainees to work at their own pace toward one competency at a time, or perhaps several competencies within a single competency area.

4. Have each trainee work with his or her training supervisor to develop an individual plan that specifies the competencies the trainee needs to develop and the projected experiences in which he or she is to participate in order to attain them.

5. Ask each trainee to develop his own plan of study for achieving the CDA competencies. (Provide advisers and potential field placements and experiences.) Allow trainees to acquire academic knowledge through formal course work or through independent study, consultation with resource persons, and/or through studying films, tapes, and written materials.

6. After the initial appraisal, interpret the results to each trainee individually. If appropriate, teach the trainees to use the evaluation instrument themselves (e.g., videotaped or audiotaped segments of teaching; self-evaluation forms.) Outline with each trainee a series of training objectives that differ according to the levels of competency that he or she has reached. Organize training into modules which can be presented as needed. Have each module contain several suggestions as to how training objectives might be reached.

ONGOING ASSESSMENT OF COMPETENCY

Assessment should be an ongoing part of the training process. It is especially important that assessment be seen as part of trainee's professional self-development. A learning climate should be established in which assessment and training build on individual trainee's strengths.

Initial Appraisal

At the beginning of training, an initial appraisal of each trainee's demonstrated competencies should be made. Prior training, teaching experience, and other relevant information should be considered. From this initial assessment of a trainee's strengths and weaknesses, an individualized course of study should be designed to lead to the acquisition of CDA competencies. This can be done in the following ways and in other ways, the reader may think of:

1. Individual conferences with each trainee to discuss individual goals, attitudes toward children and teaching, and expectations of CDA training in light of past work experience.

2. Self-assessment by each trainee of strengths and weaknesses in relation to the CDA competencies and to the personal capacities needed by Child Development Associates.

3. Observation of the trainee at work in a preschool setting. (This should be done by an experienced observer several times at different hours of the day. Each observation should be at least one hour in duration.)

4. Assessment of previous academic and preschool work experiences through cumulative records and recommendations, if they are available.

5. Feedback conferences with the trainee to discuss strengths and weaknesses and to develop an individualized plan for training.

Ongoing Assessment

The assessment process should be repeated at intervals until the trainee has acquired all of the CDA competencies, and both the training supervisor and the trainee agree that the trainee is ready to be assessed for receipt of the CDA credential. In addition to the procedures suggested for initial appraisal, ongoing assessment can include the following procedures:

1. Focused Conferences. Using the CDA competency statements as a guide, the supervisor and the trainee can discuss areas of classroom activities in which the trainee feels he has attained competency. A conference focusing on attained strengths

can reinforce trainees, allowing them to assess their progress and encouraging them (after trust has developed) to look at themselves in terms of weaknesses as well as strengths. It can also help them identify and plan with the supervisor an individual training design.

2. Seminars. Trainees with varied experience, background, and competencies can consider classroom problems in relation to the CDA competencies. The objective of such discussion is to promote unselfconscious analysis and problem solving. Those who feel inadequate in one area may be able to contribute to a solution in another area.

3. Video tapes and/or tape recordings. These can be used not only as a tool to assess growth but also as a teaching strategy in which participants analyze, discuss, and question ideas about children, child development, and teaching competency. At first trainees should probably analyze the teaching situation rather than focus on specific adult-child interactions. Gradually, as these discussions become less threatening, the group can learn to evaluate each other objectively in a supportive and reinforcing way.

4. Competency profiles of each trainee. These profiles can include records of observations or relevant discussions, statements of individual goals, self-assessments, individual training plans, etc. The competency profile should be kept with the full knowledge of the trainee and would be used to help implement the individualized training program.

5. Feedback Conferences. In a feedback conference the trainee and supervisor jointly evaluate the trainee's progress, sharing assessment ratings, and other pertinent observations. The trainee's competency profile is a useful record for feedback conferences.

Final Assessment for the CDA Credential.

Systems for assessment and credentialling will be developed by the CDA Consortium. They may include several of the assessment techniques mentioned above. The Consortium expects to have developed a prototype assessment system by July 1973. This will be a rough prototype system that will undergo further research and field testing during fiscal year 1974. For information concerning prototype assessment instruments and probable credentialling procedures, contact the CDA Consortium. During fiscal year 1974, the Consortium expects to begin credentialling. It has not yet been determined how many trainees can be credentialled during that year. In part, this may be influenced by the demand from trainees and from training institutions.

FLEXIBLE SCHEDULING OF TRAINING TIME

CDA training is expected to be flexibly scheduled so that the length of training time reflects individual trainee's ability to master and demonstrate the competencies. Variables that can influence training time are:

1. Trainees' existing competencies acquired through previous experience by working with children.

2. Trainees' knowledge of early childhood education and child development.

3. Trainees' attitude toward and understanding of young children; and trainees' aptitude to acquire skills and competency.

4. The amount of time spent in training, and the nature of the training program.

Ideally, a program should be designed so that trainees may enter at any time, and leave when they have demonstrated the CDA competencies. Where this is not practical, one way to approximate it is to create training cycles of 2-6 months followed by procedures for exit or recycling. On no account should the length of training time be the same for all trainees, or be dependent upon completion of a specified number of credits or hours of supervised experience. Training time should reflect acquisition of competencies.

The length of training time will vary with an estimated maximum time of approximately two years. When trainers and trainees are in agreement that CDA competencies are acquired - and the prequisite assessment and credentialling procedures have been developed by the CDA Consortium - the trainee may apply to be assessed for the CDA credential and formal status as a Child Development Associate.

Following is an example of one possible training cycle:

Phase 1.

- Organize training program.
- Select trainees.
- Hold individual conferences with trainees.
- Observe trainees and hold initial appraisal conference.
- Work out individualized training design based on the trainees' strengths and weaknesses.

Phase 2.

- Begin CDA training.
- Integrate supervised field work with concurrent academic experiences.

Phase 3.

- Conduct ongoing assessment.

Phase 4.

- Continue supervised field work and academic work based on individual trainees' competency levels.

Phase 5.

- As individual trainees acquire all of the CDA competencies, cycle them out of the training program.
- For trainees who have not acquired all of the competencies, cycle back to phase 2. Vary the academic and field experiences to help trainees develop the specific competencies that they lack.

PERSONAL AND PROFESSIONAL COUNSELING

One of the objectives of CDA training is to socialize the trainee into the child care profession. To do this, personal and professional counseling should be helpful. Here are several suggestions:

1. Contact child care institutions and inquire about their needs for access to training opportunities for their staff, their reaction to competency-based training, avenues for upward mobility for staff, etc.
2. Early in the program, provide an orientation to the world of work in child care and early childhood education.
3. Early in the program, provide trainees with opportunities to set personal and career goals.
4. Establish counseling procedures which will allow trainees to raise and discuss issues and concerns relating to the program and their own personal and professional development This will enable counselors to (a) help individual trainees with problem-solving; (b) make referrals to appropriate sources of help; (c) identify anticipated needs which the training program might address, and (d) identify long-term career development goals. If individual trainees do not possess the capabilities for working with young children, or have extraordinary difficulty in attaining the CDA competencies, the program staff may want to suggest other training programs for which the person may be more suited. Such areas may include teaching older children or adults, or working in other human service areas such as health or social services.
5. Provide follow-up and placement services

PROVIDING VALID CREDIT

It is expected that CDA training programs that are affiliated with colleges and universities will provide trainees with valid credit applicable to degrees in child development or in early childhood education. Some CDA training will be offered by institutions that are not colleges or universities. It is hoped that they will link up with some college or university to provide credit for trainees. Listed below are ways of granting credit for CDA training:

1. Credit by CDA competency assessment (in catalog terms, credit by examination), with blocks of competencies being translated into course credits. The underlying assumption here is that competency is the primary criteria for credit rather than the specific experiences leading to competency.

2. Credit by completion of courses, with courses defined in terms of the CDA competencies. Both academic work and field experiences can be translated into a specified number of credit units and related to new or existing courses. The format of actual instruction can vary widely from formal coursework to on-site seminars, learning modules, independent study, field trips and observation, etc.

3. Credit by recognition of the CDA credential. Once the CDA is established as a credential, it could be considered as equivalent to an associate degree, or as satisfying the required block of credits for a major in early childhood education or child development. Some academic institutions have already indicated a favorable response to arrangments of this kind.

Transferability is important in establishing systems of credit. CDA training programs should make every effort to insure that credit earned in CDA training is valid; that is, applicable to a degree and transferable to other institutions. Some training programs have proposed to give credit through external degree programs of affiliated colleges. Other programs have arranged for trainees to secure credits upon entry for previous "life experiences" or "significant learning." Still others advocate the "upside down" curriculum, in which a student first completes his or her specialization in early childhood education and child development before taking the broad general education courses required for a bachelor's degree.

SUGGESTIONS FOR REVISING EXISTING CURRICULA TO CONFORM TO CDA TRAINING GUIDELINES

The following outline suggests a very simplified procedure to convert existing early childhood education programs to CDA training programs.

Step 1.

Examine course titles and their academic content in relationship to specific CDA competencies. Note areas of overlap and also areas of omission.

Step 2.

Revise existing courses and develop new ones so that each course, and all courses taken together, fosters development of specific competencies. Make sure that all competencies are included

Step 3.

Examine the CDA competencies to determine what field experiences would foster the development of specific competencies.

Step 4.

Develop a series of field placements and/or on-the-job experiences which will help trainees acquire specific competencies, and all the competencies in turn.

Step 5.

Create administrative mechanisms to insure that academic work and field training are a set of integrated experiences for trainees. For example, cooperative planning and coordination among academic and field training staff is essential where these roles are separated. Academic instructors should visit field training sites at frequent and regular intervals. Similarly, field supervisors should be familiar with the content of academic materials presented to trainees.

Step 6.

Devise ways to allow flexibility so that trainees can enter and leave training on an individual basis. An academic model that has individualized components is essential for flexible scheduling: independent reading, independent projects, films, videotapes, self-instructional learning models, small group discussions, tutorials. Schedule regular appraisals of competency and ways to plan with trainees for completion of CDA training.

Step 7.

Examine the existing credit-hour structure to find ways to give valid credit for CDA training.

APPENDIX

CDA PILOT TRAINING PROJECTS
FUNDED BY THE OFFICE OF CHILD DEVELOPMENT

The Office of Child Development has funded ten pilot training projects sponsored by universities, colleges, junior and community colleges, and private non-profit training groups. Two additional projects are to be funded in the near future. In both cases the sponsoring agency is a community college with strong linkages to providers of child care services. Eligibility for training is open to anyone interested in pursuing a career in child care, who has reached the age of 17 and can meet local health requirements. The training programs include urban and rural areas and various ethnic groups. During the first year approximately 400 trainees will participate in the following programs:

1. Citizens for Citizens, Inc. — DHEW Region I
   Fall River, Massachusetts 02720

   The Fall River Child Development Associate project is a coordinated effort among community organizations: the Head Start Program, the Fall River Public Schools, the Model Cities Agency, the Mental Health Association, and Bristol Community College.

   The training program will be an extension and modification of programs currently operating within these sponsoring institutions. The project will seek the collaboration of state agencies involved in licensing and certification and work toward a statewide pattern of transferable college credits for the Child Development Associate trainees.

2. The Teachers Inc. — DHEW Region II
   New York, New York 10025

   The Child Development Associate project at The Teachers Inc. is unique in that it is being sponsored by a private, non-profit training organization in conjunction with a special bachelor's degree program of Antioch College. The Teachers Inc. expects to train up to 50 Child Development Associates within two years. Trainees will be prepared to work in preschool programs that serve inner city Black and Spanish-speaking communities. The Teachers Inc. will also develop training units especially designed for use in their own and in other Child Development Associate training programs.

3. California State College — DHEW Region III
   California, Pennsylvania 15419

   The California State College program is a two phase cooperative effort conducted by California State College and the Head Start State Training Office. In the first phase, the trainees with the highest potential to train others will receive training to help them acquire the Child Development Associate competencies. They will also learn supervisory skills. In the second phase, they will return to the Head Start child development centers in which they were employed and established demonstration classes for another much larger group

of trainees. This training pattern is particularly suited to a rural area because it effectively increases the number of available training facilities and supervisory staff to provide quality training for child care staff in isolated areas.

4. Allen University — DHEW Region IV
Columbia, South Carolina 29204

Allen University is a well-established predominately black institution which is centrally located near high impact poverty areas in urban as well as rural settings. Its training program will feature open enrollment, particularly for adults with limited prior education, and a high percentage of financial support for trainees in the form of college work study, release time, stipends, and scholarships. Supplementary funding is being sought to enrich the training program.

The academic component of the program is flexibly organized. Field training sites include both public and private child care centers as well as the Early Learning Center at Allen University. The Child Development Associate project has gained active support from the Governor's Office, the Urban League, and the public schools of Columbia, South Carolina. Allen University expects to train 30 Child Development Associates during its pilot operation.

5. Bemidji State College — DHEW Region V
Bemidji, Minnesota 56601

Bemidji State College will train 30-40 persons presently employed in Early Childhood Centers in rural Minnesota. The project will include 4 Indian Centers.

Training will be delivered on the campus of Bemidji State College, in licensed early childhood centers and in a mobile learning unit. The mobile unit will be used to solve travel problems. This unit will be staffed by a field trainer and include curriculum materials, a resource library and equipment and materials for trainee self-observation and analysis. This method of training will enable trainees in rural areas to receive supervision and instruction. The project will build on a previous major effort in developing materials that trainees can use independently to further their skills.

6. Eastern Oklahoma State College — DHEW Region VI
Wilburton, Oklahoma 74578

The project is sponsored by Eastern Oklahoma State College and will be coordinated with the State Office of Education, the State Vocational Technical Office, the State Office of Children's Services and other state colleges and universities. Academic content will be presented in a series of "minimester" courses of one week each. After completing each "minimester," trainees will have two weeks of intensive practical experience applying the concepts learned. Then the cycle will be repeated. This curriculum will leave open the opportunity for trainees to acquire an Associate Degree.

7. The University of New Mexico — DHEW Region VI
Albuquerque, New Mexico 87106

The University of New Mexico will use innovative approaches to train a corps of early childhood personnel who can effectively function in ethnically diverse communities. Thirty trainees will be selected who exhibit bilingual/bicultural knowledge and skills. Sites for field training include Head Start centers, private nursery schools, and public school kindergartens. Children in these centers represent a variety of ages, ethnic backgrounds and experiences. Local and state early childhood education agencies have indicated their support for the project.

8. Honolulu Community College and University of Hawaii — DHEW Region IX
Honolulu, Hawaii 96817

Honolulu Community College and the University of Hawaii are cooperatively sponsoring a statewide Child Development Associate training program for Head Start employees. Trainees will share paired field placements and academic course work will be independently pursued by each trainee based upon his or her individual progress. College credit for Child Development Associate training will be granted by Honolulu Community College with provisions for transfer credit to the University of Hawaii. Some aspects of the training program will be related to skills for working with children in Hawaii's unique multi-ethnic setting.

9. The Idaho Consortium — DHEW Region X
Boise, Idaho 83702

This project is being sponsored by a statewide consortium of state agencies, higher education institutions, and public schools. Its purpose is to pave the way for implementation of Child Development Associate competency-based training in training institutions throughout the state. The State Office of Child Development, the State Department of Special Services, the State Department of Social and Rehabilitation Services, and Head Start and day care programs throughout the state are cooperating to select trainees. There will be Child Development Associate training programs at three colleges and universities. These programs will provide the equivalent of a two-year college program. Arrangements have been made with the National Youth Corps students to assist in trainee's classrooms while they attend classes.

10. Erikson Institute for Early Childhood Education — Indian and Migrant Programs Division
Chicago, Illinois 60615

The eight Offices of Indian Child Services and the Erikson Institute propose to train child care staff on Indian reservations throughout the United States. A specialist from each Office of Indian Child Services will participate with Erikson Institute staff to train 24 Child Development Associate candidates. They will ensure that Tribal Councils and Head Start Policy Councils are aware of

every aspect of this program. A major thrust of the project will be to involve Indian communities in designing a training program which reflects their values, beliefs and tribal customs.

CDA PILOT TRAINING PROJECTS
FUNDED BY THE TEXAS OFFICE OF EARLY CHILDHOOD DEVELOPMENT

The Texas Office of Early Childhood Development, under the auspices of the Texas Department of Community Affairs, has independently funded five CDA pilot training projects using state resources. They are:

1. Texas Southern University
   Houston, Texas

2. Tarrant County Junior College
   Fort Worth, Texas

3. Texas A & I University
   Kingsville, Texas

4. Pan American University
   Edinburg, Texas

5. Educational Personnel Development,
   Consortium D, including:

   Texas Christian University
   Fort Worth, Texas

   Texas Woman's University
   Denton, Texas

   Stephen F. Austin State University
   Nacogdoches, Texas

For further information, contact:

Miss Caroline Carroll
Project Director, CDA Training
Texas Department of Community Affairs - OECD
P.O. Box 13166, Capitol Station
Austin, Texas 78711
(512) 475-3379

CDA PILOT TRAINING PROJECT
FUNDED BY THE REGION IV OFFICE OF CHILD DEVELOPMENT

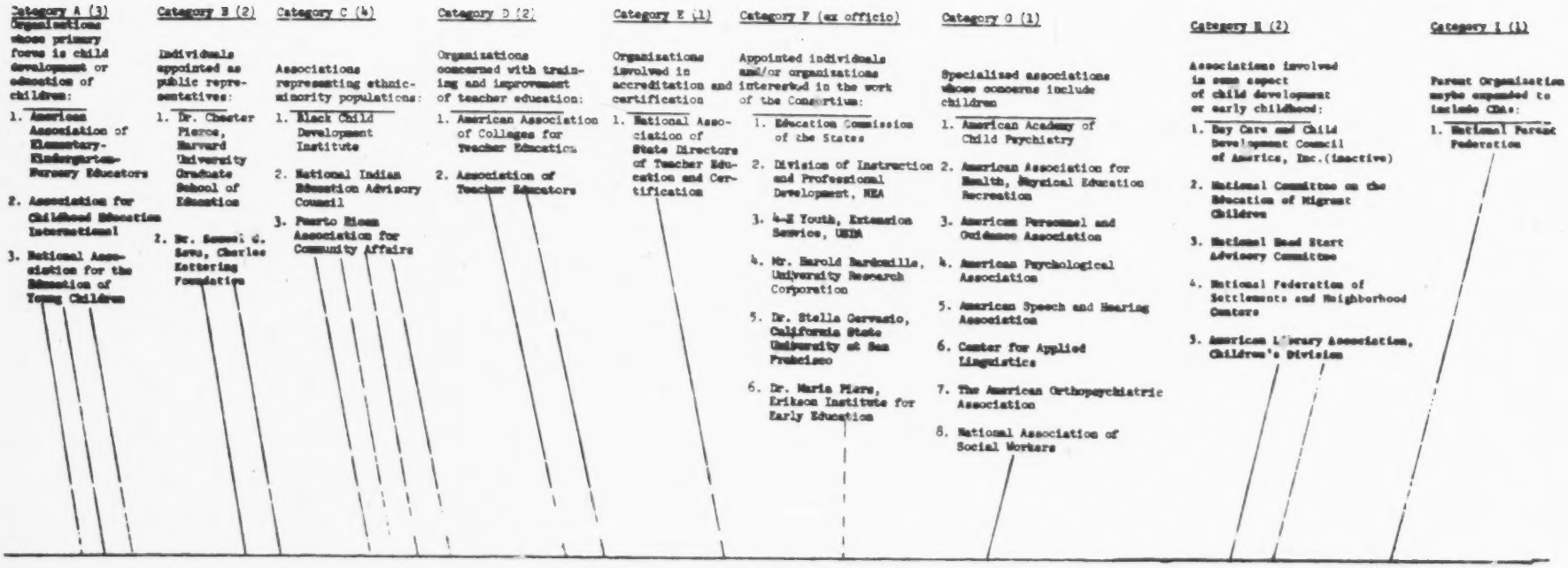
In addition to the CDA pilot training projects funded by the National Office of Child Development, Region IV has funded a separate project using its own resources. This project is listed below:

Asheville Child Development Training Program
A Division of the Opportunity Cooperation of
Madison - Buncombe Counties
Asheville, North Carolina

For further information, contact:

Mr. Dick Rustay, Project Director
133 Livingston Street
Asheville, North Carolina 28801

STRUCTURE AND MEMBERSHIP OF THE CHILD DEVELOPMENT ASSOCIATE CONSORTIUM


Category A (3)
Organizations whose primary focus is child development or education of children:
1. American Association of Elementary-Kindergarten-Nursery Educators
2. Association for Childhood Education International
3. National Association for the Education of Young Children
Category B (2)
Individuals appointed as public representatives:
1. Dr. Chester Pierce, Harvard University Graduate School of Education
2. Dr. Samuel G. Sava, Charles Kettering Foundation
Category C (4)
Associations representing ethnic-minority populations:
1. Black Child Development Institute
2. National Indian Education Advisory Council
3. Puerto Rican Association for Community Affairs
Category D (2)
Organizations concerned with training and improvement of teacher education:
1. American Association of Colleges for Teacher Education
2. Association of Teacher Educators
Category E (1)
Organizations involved in accreditation and certification
1. National Association of State Directors of Teacher Education and Certification
Category F (ex officio)
Appointed individuals and/or organizations interested in the work of the Consortium:
1. Education Commission of the States
2. Division of Instruction and Professional Development, NEA
3. 4-H Youth, Extension Service, USDA
4. Mr. Harold Hardcastle, University Research Corporation
5. Dr. Stella Cervasio, California State University at San Francisco
6. Dr. Maria Piers, Erikson Institute for Early Education
Category G (1)
Specialized associations whose concerns include children
1. American Academy of Child Psychiatry
2. American Association for Health, Physical Education Recreation
3. American Personnel and Guidance Association
4. American Psychological Association
5. American Speech and Hearing Association
6. Center for Applied Linguistics
7. The American Orthopsychiatric Association
8. National Association of Social Workers
Category H (2)
Associations involved in some aspect of child development or early childhood:
1. Day Care and Child Development Council of America, Inc.(inactive)
2. National Committee on the Education of Migrant Children
3. National Head Start Advisory Committee
4. National Federation of Settlements and Neighborhood Centers
5. American Library Association, Children's Division
Category I (1)
Parent Organization maybe expanded to include CDAs:
1. National Parent Federation
CHILD DEVELOPMENT ASSOCIATE BOARD OF DIRECTORS
16 MEMBERS

CHILD DEVELOPMENT ASSOCIATE CONSORTIUM
CLUSTER ORGANIZATION AND ASSISTANCE

CDA REGIONAL CLUSTERS

The CDA Consortium has established a regional network of clusters to aid cooperative development and the dissemination of information. Each cluster includes Consortium subcontractors, OCD pilot training projects, and other agencies, institutions, individuals, and preschool programs.

For information concerning regional cluster activities, contact the appropriate member of the CDA Consortium staff listed below:

DHEW Region	Contact Person
I - II	Susannah Eldridge
III - IV	Canary Girardeau
V - VII	Josue' Cruz
VI - VIII	Margo Tollerton
IX - X	Tom Ryan

ASSISTANCE

The CDA Consortium staff has identified a number of individuals in the field who are knowledgeable about the CDA concept as well as current Consortium activities. These individuals represent various areas of professional specialization including child development, training, supervision, program management and assessment.

Individuals or organizations interested in receiving information regarding the CDA Consortium should address their request directly to the Consortium office, 7315 Wisconsin Avenue, Suite 601 E, Washington, D. C. 20014. Wherever possible, staff members will directly respond. Should this prove impossible, a list of individuals knowledgeable about the project and available for meetings in the geographic area concerned will be forwarded to the individual making the request.

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"The Development of the Child Development Associate (CDA) Program." Questions and answers put to Dr. Jenny Klein and Dr. C. Ray Williams, Young Children. February 1973.

PAMPHLETS AND NEWSLETTERS

"The Child Development Associate." A pamphlet describing major aspects of the CDA Program.

"CDA-The Child Development Associate." A pamphlet giving the full text of a speech given by Raymond C. Collins, Chief of the Program Development and Innovation Division of the Office of Child Development, DHEW, before the American Association of Community and Junior Colleges, December 4, 1972 in Washington, D. C.

"Facts About the Child Development Associate (CDA) Consortium, Inc." A pamphlet describing the mission and organization of the Child Development Associate Consortium.

"The Child Development Associate Consortium, Inc." A pamphlet containing the script of a slide tape presentation describing the Consortium's activities.

CDA News Report, May-June Edition,1973. This is the first edition of a periodic news report giving information about the CDA program.

Copies of these pamphlets and the CDA News Report are available from the Office of Child Development and from the Child Development Associate Consortium. Reprints of selected articles are also available.

CDA COMPETENCIES AND THEIR EQUIVALENT HEAD START PERFORMANCE STANDARDS

This statement was developed by the staff of the Asheville Child Development Training Program in Asheville, North Carolina. It is included to show how one training program has conceptualized the relationship between the Head Start performance standards and the CDA competencies.

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
A. SET UP AND MAINTAIN A SAFE AND HEALTHY LEARNING ENVIRONMENT	
1. Organize space into functional areas recognizable by the children, e.g., block building, library, dramatic play.	Space is organized into functional areas which are recognized by the children (6.b. page 14)
2. Maintain a planned arrangement for furniture, equipment and materials and for large and small motor skills learning, and for play materials that is understandable to the children.	Furniture, equipment and materials are arranged to facilitate learning, provide for a balanced program of spontaneous and structured activities, and encourage self-reliance in the children. (6.c. page 14)
3. Organize the classroom so that it is possible for the children to be appropriately responsible for care of belongings and materials.	Encourage self-reliance in the children (6.c.) Stored in a safe and orderly fashion when not in use (6.d.4. page 15)
4. Arrange the setting to allow for active movement as well as quiet engagement.	
5. Take preventive measures against hazards to physical safety.	Space, light, ventilation, heat, and other physical arrangements must be consistent with the children's health, safety and developmental needs. (6.a. page 12) (Also 6.a.3.4.5.6.7. page 13)

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
6. Keep light, air and heat conditions at best possible levels.	There is a safe and effective heating system. Radiators, hot water pipes, and similar hazards are adequately screened or insulated to prevent burns. (6.a.1. page 12) Rooms are well lighted. (6.a.8. page 13)
7. Establish a planned sequence of active and quiet periods, of balanced indoor and outdoor activities.	Provide adequate indoor and outdoor space, materials equipment and time for children to use large and small muscles to increase their physical skill. 2.c.1. page 10)
8. Provide for flexibility of planned arrangements for space and schedule to adjust to spacial circumstances and needs of a particular group of children or make use of special educational opportunities.	Provide sufficient time and appropriate guidance while children are using equipment and materials in order to promote children's physical growth (c.2. page 11) The program must be individualized to meet the special needs of children from various racial and ethnic populations. (B.5. page 11)
9. Recognize unusual behavior or symtoms which may indicate a need for health care.	Health Services: Additional training for staff in skills of observation required to identify and work with children with special needs, to deal with these problems and to coordinate referral resources in addressing special needs. (B.2.b. page 25)
B. ADVANCE PHYSICAL AND INTELLECTUAL COMPETENCE	
1. Use the kind of materials, activities and experiences that encourage exploring, experimenting, questioning, that help children fulfill curiosity, gain mastery, and progress toward higher levels of achievement.	Encourage children to solve problems initiate activities, explore, experiment, question, and gain mastery through learning by doing (2.b.1. page 10) The program must provide for a physical environment that is conducive to learning and reflective of the different stages of development in the children. (6. page 12)

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
2. Recognize and provide for the young child's basic impulses to explore the physical environment, master the problems that require skillful body coordination.	Provide adequate indoor and outdoor space, materials, equipment and time for children to use large and small muscles to increase their physical skill. (2.c.1. page 10)
3. Increase knowledge of things in their world by stimulating observation and providing for manipulative constructive activities.	
4. Use a variety of techniques for advancing language comprehension and usage in an atmosphere that encourages free verbal communication among children and between children and adults.	Promote language understanding and use in an atmosphere that encourages easy communication among children and between children and adults (B.2.b.2. page 10)
5. Work gradually toward recognition of the symbols for designating words and numbers	Work toward recognition of the symbols for words and numbers according to the individual developmental level of the children (B.2.b.3. page 10)
6. Promote cognitive power by stimulating children to organize their experience (as it occurs incidentally or pre-planned for them) in terms of relationships and conceptual dimensions: classes of objects; similarities and differences, comparative size, amount, degree orientation in time and space; growth and decay; origins; family kinship, casuality.	Encourage children to organize their experience and understand concepts (B.2.b.4. page 10)
7. Provide varied opportunities for children's active participation, independent choices experimentation and problem-solving within the context of a structured, organized setting and program.	Encourage children to solve problems, initiate activities, explore, experiment, question, and gain mastery through learning by doing. (B.2. b.1. page 10)

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
8. Balance unstructured materials such as paint, clay, blocks with structured materials that require specific procedures and skills; balance the use of techniques that invite exploration and independent discovery with techniques that demonstrate and instruct.	Provide a balanced program of open learning and structured experiences. B.2.b.5. page 10)
9. Stimulate focused activities: observing, attending, initiating, carrying through, raising questions, searching answers and solutions for the real problems that are encountered and reviewing the outcomes of experience.	Encourage children to solve problems, initiate activities, explore, experiment, question, and gain mastery through learning by doing, (B.2. b.1. page 10)
10. Support expressive activities by providing a variety of creative art media, and allowing children freedom to symbolize in their own terms without imposition of standards of realistic representation.	Materials and equipment designed to provide a variety of learning experiences and to encourage experimentation and exploration. (6.d.6. page 15)
11. Utilize, support and develop the play impulse in its various symbolic and dramatic forms, as an essential component of the program; giving time, space, necessary materials and guidance in accord with its importance for deepening and clarifying thought and feeling in early childhood.	Enhance children's understanding of themselves as individuals and in relation to others by providing for individual, small group and large group activities. (B.2.a.1. page 10)
12. Extend children's knowledge, through direct and vicarious experience, of how things work, of what animals and plants need to live, of basic work processes necessary in everyday living.	

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
13. Acquaint children with the people who keep things functioning in their immediate environment.	Having a curriculum which is relevant and reflective of the needs of the population served (B.5.a. page 11) Having parents serve as resource persons (B.5.c.)
C. BUILD POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH	
1. Provide an environment of acceptance in which the child can grow toward a sense of positive identity as a boy/girl, as a member of his family and ethnic group, as a competent individual with a place in the child community.	Provide an environment of acceptance which helps each child build ethnic pride, a positive self-concept, enhances his individual strengths and develop facility in social relationships. (B.2.a.3. page 10)
2. Give direct, realistic affirmation to the child's advancing skills, growing initiative and responsibility, increasing capacity for adaptation, and emerging interest in cooperation, in terms of the child's actual behavior.	Provide a supportive social/emotional climate (B.2.a. page 10) Give children many opportunities for success through program activities. (B.2. page 10)
3. Demonstrate acceptance to the child by including his home language functionally in the group setting and helping him to use it as a bridge to another language for the sake of extending communication.	Provide an environment of acceptance which helps each child build ethnic pride, a positive self-concept, enhance his individual strengths, and develop facility in social relationships. (B.2.a.3. page 10)
4. Deal with individual differences in children's style and pace of learning and in the social-emotional aspects of their life situations by adjusting the teacher-child relationship to individual needs, by using a variety of teaching methods and by maintaining flexible progressive expectations.	The program must be individualized to meet the special needs of children from various social and ethnic populations. (B.5. page 11)

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
5. Recognize when behavior reflects emotional conflicts around trust, possession, separation, rivalry, etc., and adapt the program of experiences, teacher-child and child-child relationships so as both to give support and to enlarge the capacity to face these problems realistically.	Mental Health: Mental health program activities must be coordinated with the Education program to provide each child with an educational program keyed to his developmental level so that he may succeed.
6. Be able to assess special needs of individual children and call in specialist help where necessary.	Mental Health: The mental health consultant must advise and assist in screening, evaluation and providing special help for children with atypical behavior or development. (B.1.e. page 31)
7. Keep a balance for the individual child between tasks and experiences from which he can enjoy feelings of mastery and success and those other tasks and experiences which are a suitable and stimulating challenge to him yet not likely to lead to discouraging failure.	Give children many opportunities for success through program activities. (2.a.2. page 10) Materials and equipment designed to provide a variety of learning experiences and to encourage experimentation and exploration. (6.d.6. page 15)
8. Assess levels of accomplishment for the individual child against the background of norms of attainment for a developmental stage, taking into careful consideration his individual strengths and weaknesses and considering opportunities he has or has not had for learning and development.	The plan must outline procedures for ongoing observation, recording, and evaluation of each individual child's growth and development for the purpose of planning activities to suit his individual needs. (B.3. page 11) General, Medical and Dental: Training in child development and behavioral and developmental problems for preschool children. (B.2.a. page 25)
D. ORGANIZE AND SUSTAIN THE POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP IN A LEARNING ENVIRONMENT	Encourage children to organize experiences and understand concepts. (2.b.4. page 10)

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
1. Plan the program of activities for the children to include opportunities for playing and working together and sharing experiences and responsibilities with adults in a spirit of enjoyment as well as for the sake of social development.	(Found no specific reference to "spirit of enjoyment" or pleasure.)
2. Create an atmosphere through example and attitude where it is natural and acceptable to express feelings both positive and negative: love, sympathy, enthusiasm, pain, frustration, loneliness or anger.	(Ethnic difference stressed no specific reference to feelings other than self confidence.)
3. Establish a reasonable system of limits, rules, and regulations to be understood, honored and protected by both children and adults, appropriate to the stage of development.	(If success can be viewed as one aspect of learning to behave in a way consistent with a reasonable system of limits, then the following is relevant) Give children many opportunities for success through program activities. (2.a.2. page 10)
4. Foster acceptance and appreciation of cultural variety by children and adults as an enrichment of personal experience; develop projects that utilize cultural variation in the family population as resource of the educational program.	The program must be individualized to meet the special needs of children from various racial and ethnic populations. (B.5. page 11) Materials and equipment are consistent with the cultural and ethnic background of the children. (6.d.7. page 15)
E. BRING ABOUT OPTIMAL COORDINATION OF HOME AND CENTER CHILD-REARING PRACTICES AND EXPECTATIONS	
1. Incorporate important elements of the cultural backgrounds of the families being served, food, language, music, holidays, etc., into the children's program in order to offer them continuity between home and center settings at this early stage of development.	Having a curriculum which is relevant and reflective of the needs of the population served by using the child's home life patterns, food, music, stories and folk tales in an organized set of experiences. (B.5.a. page 11)

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
2. Establish relationships with parents that facilitate the free flow of information about their children's lives inside and outside the center.	Parent Involvement: Each Head Start program must provide for parents to participate individually in the developmental program of their own children (B.4. page 21) Conferring with teachers and other staff to discuss the child's progress, individual needs and prescribed activities. (B.4.d. page 21)
3. Communicate and interact with parents toward the goal of understanding and considering the priorities of their values for their children.	Parent Involvement: Assessing their child's needs and setting goals with the teacher. (B.4.a. page 21)
4. Perceive each child as a member of his particular family and work with his family to resolve disagreements between the family's life style with children and the center's handling of child behavior and images of good education.	Outline approaches for assisting parents in understanding and employing alternative ways to foster each child's learning and development. (B.1.b.page 9) Parent Involvement: Each Head Start program must provide for parents to participate individually in the developmental program of their own children by assessing their child's needs and setting goals with the teacher (B.4. & 4.a. page 21)
5. Recognize and utilize the strengths and talents of parents as they may contribute to the development of their own children and give parents every possible opportunity to participate and enrich the group program.	Including parents in curriculum development and having them serve as resource persons. (5.c.pg 12) Arranging for parents to participate in the planning of the educational program. (7.a.pg 15) Involving parents in appropriate classroom, center and home program activities. (7.b. pg 15)
F. CARRY OUT SUPPLEMENTARY RESPONSIBILITIES RELATED TO THE CHILDREN'S PROGRAM	
1. Make observations on the growth and development of individual children and changes in group behavior formally or informally, verbally or in writing, and share this information with other staff involved in the program.	The plan must outline procedures for ongoing observation, recording, and evaluation of each individual child's growth and development for the purpose of planning activities to suit his individual needs. (B.3. page 11)

CDA COMPETENCIES	HEAD START PERFORMANCE STANDARDS
2. Engage with other staff in cooperative planning activities such as a schedule or program changes indicated as necessary to meet particular needs of a given group of children or incorporation of new knowledge or techniques as these become available in the general field of early childhood education.	Appropriate action must be taken when indicated by modifying the child's program in the classroom, home, or other setting or by recruiting needed resources (e.g., initiating staffing conferences as appropriate to share information about the child, plan, make referrals, or take other appropriate action). (B.3. page 11) Holding staff conferences and staff/parent conferences on a scheduled and non-scheduled basis to share knowledge about each child and to advise on referrals when appropriate. (B.7.e.2. page 16)
3. Be aware of management functions such as ordering of supplies and equipment, scheduling of staff time (helpers, volunteers, parent participants) monitoring food and transportation services, safe-guarding health and safety and transmit needs of efficient functioning to the responsible staff member or consultant.	

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